

URBAN
MUNICIPAL

CA3 ON HW W26
A33B
2001

AGENDAS/MINUTES
BUSINESS COMMITTEE OF
THE HAMILTON-WENTWORTH
DISTRICT SCHOOL BOARD
JAN. 18, 2001 ...



CAB ON HW W26

BUSINESS COMMITTEE

A33B

Thursday, January 18, 2001

2001

7:00 p.m.

A G E N D A

7:00 p.m.

L. Orban

1. Call to Order
2. Approval of Minutes of December 14 and 21, 2000
3. Business Arising from the Minutes
4. Approval of Agenda

5. TRANSPORTATION APPEALS

- (a) D. and J. Brown
- (b) K. Gonci
- (c) K. Whiting
- (d) M. and G. Werstuck
- (e) D. Dougherty and E. Sober
- (f) S. Irving
- (g) H. Frank
- (h) Mr. Sullivan
- (i) C. Scobie
- (j) Mr. and Mrs. Glinski
- (k) C. Ransberry

URBAN MUNICIPAL

JAN 19 2001

GOVERNMENT DOCUMENTS

DELEGATION

6. R. L. Hyslop School Council re De-twinning of the School

ACTION ITEMS:

7. Transportation Appeal (a)
8. Transportation Appeal (b)
9. Transportation Appeal (c)
10. Transportation Appeal (d)
11. Transportation Appeal (e)
12. Transportation Appeal (f)
13. Transportation Appeal (g)
14. Transportation Appeal (h)
15. Transportation Appeal (i)
16. Transportation Appeal (j)
17. Transportation Appeal (k)
18. Monthly Financial Report – November 30, 2000
19. 2000/2001 Average Class Size Report
20. Budget Policy Development – Policy & Timelines
21. Catholic/Public Joint Transportation System
22. Policy re Courtesy Transportation
23. Tender Results – W.H. Ballard

D. Grant

D. Grant

D. Grant

D. Grant

D. Grant

T. Cupido

CORRESPONDENCE:

24. Laidlaw Transit Ltd.

DISTRIBUTION:

Nil.

Public Questions for Clarification

Future Meetings:

Board

January 25, 2001

8:00 p.m.

Special Education Advisory Committee

January 31, 2001

7:00 p.m.

MINUTES OF THE BUSINESS COMMITTEE
DECEMBER 14, 2000

Those Present: Lillian Orban (Chair), Judith Bishop, Robert Barlow, Eleanor Johnstone, Wes Hicks, Ray Mulholland, Laura Peddle, Ian Thompson, Bruce Wallace and Reg Woodworth.

Regrets: Wayne Marston.

In attendance: M. Matier (Director of Education and Secretary), D. Grant (Superintendent of Business and Treasurer), K. Bain (Superintendent of Education – County West), M. Botting (Superintendent of Instructional Services), N. Campbell (Superintendent of Education – Secondary East), K. Croxall (Superintendent of Education – County East), T. Cupido (Superintendent of Plant Services), P. Gillie (Superintendent of Education – Mountain East), W. Joudrie (Superintendent of Education – City East), C. Reid (Superintendent of Education – City West) and J. Wibberley (Superintendent of Education – Secondary West).

Also in attendance:

D. Sage, Manager of Accommodation and Planning
L. Veerman, Manager of Budget
I. Polidori, Manager of Finance
J. Allan, KPMG

1. Call to Order

L. Orban called the meeting to order at 7:13 p.m.

2. Approval of Minutes of November 2, 2000, November 9, 2000 and November 16, 2000

It was moved by E. Johnstone: That the minutes of November 2, 2000, November 9, 2000 and November 16, 2000 be approved.

CARRIED.

3. Business Arising from the Minutes

Nil.

4. Approval of Agenda

It was moved by L. Peddle: That the agenda be approved.

Added item:

14.a) Correspondence from L. Peddle re trustee computers.

To the motion, as amended, **CARRIED.**

Referring to the Transportation Appeals, L. Orban clarified that after all the presentations have been heard, each appeal will be dealt with as an action item.

TRANSPORTATION APPEALS:

5.(a) Transportation Appeal (a) A. Dunford, L. Beddard and J. Beddard

A. Dunford and L. Beddard made the following points re their transportation appeal:

- Filman Road is a treacherous, rural and isolated road.

- A two-year construction plan for the Hwy. 403 is slated to begin in the spring, thus increasing traffic.
- Abandoned and/or "burnt-out" cars have been found on the road.

5. (b) Transportation Appeal (b) D. Holloway (presentation)

D. Holloway outlined the following points in his presentation:

- His daughter Erin's path of travel involves crossing Upper James Street.
- There is a very high volume of traffic on this road.
- The crossing guard only takes Erin across two rather than the four lanes of the road.
- The bus already stops at the Holloway's home in order to pick up Erin's two younger sisters that are in JK.
- There are currently only 47 students being transported on the bus that can hold 72 students.

5.(c) Transportation Appeal (c) J. Mullens (presentation – video)

J. Mullens explained that walking distance is not the reason for this appeal. The Old Ancaster Road is designated as a special character road. There is a complex intersection and blind spots when having to cross the road in order to walk to school.

5. (d) Transportation Appeal (d) B. Blenkarn

B. Blenkarn explained the following:

- In order for his daughter to be picked up at the bus stop, his wife must leave her three other children unattended.
- His daughter must be accompanied by an adult in order to be picked up by the bus.
- In prior years the bus in question stopped on their property line.

D. Sage clarified that in order to accommodate this request, the bus would have to make an additional loop and this would impact on the amount of time on a bus that is currently at the one hour maximum time limit.

At this time, the meeting stopped for a five-minute recess in order to accommodate time to look at a map of the area.

Due to some confusion over the actual bus route and where the bus stops for pick-ups, at this time,

It was moved by R. Woodworth: That the Transportation Appeal of B. Blenkarn be referred to administration for clarification of the bus route servicing this family.

D. Sage responded that due to the timing of the vehicle run, the bus stops are critical.

J. Bishop noted if this appeal is approved, there may be implications for other children in the neighbourhood.

To the motion, **CARRIED.**

ACTION ITEMS:

6. Transportation Appeal (a) A. Dunford, L. Beddard and J. Beddard

In response to questions, D. Sage clarified that before the new Transportation Policy, a minibus travelled on Filman Road to pick up students as a regular school bus could not safely travel along that road.

It was moved by B. Wallace: That administration explore the option of a minibus for those students on Filman Road.

R. Barlow suggested discussing an agreement with the Club at the end of Filman Road, which would allow a school bus to use their parking lot in order to turn around.

D. Sage responded this is a possibility; however, the road is very narrow leaving nowhere for the bus to pull over. Therefore a large bus could not travel down Filman Road.

R. Woodworth pointed out that whether or not an approval for a minibus is given, the Board needs to look at whether or not this is a safe situation.

J. Bishop noted that in the video presentation there seemed to be very little traffic and any u-turns that were being made were a good distance from the children.

At this time, B. Wallace withdrew his motion.

It was moved by B. Wallace: That transportation be provided for those students on Filman Road.

In response to a query, D. Sage clarified that Filman Road does not meet the criteria of an arterial roadway and that those students on Filman Road are already receiving transportation.

To the motion, LOST.

7. Transportation Appeal (b) D. Holloway

W. Hicks pointed out this transportation appeal could be handled through the Courtesy Transportation report.

It was moved by R. Woodworth: That Erin Holloway receive transportation for the remainder of the 2000/2001 school year.

In response to a question, D. Sage clarified that there is a bus with empty seats that currently stops at the Holloway's home in order to pick up their twin daughters in JK. He added that Upper James has a sidewalk, a crossing guard and signalized crossing and does not fit the criteria the Board has established for an arterial roadway.

R. Mulholland expressed concern that students living on Melvin Avenue have been denied transportation even though Melvin is a four lane street with no stoplight and a crossing guard only at Woodward Avenue. He added if he were to support this appeal, he would then need to support transportation for those students living on Melvin Avenue.

Trustees made the following points/suggestions:

- There needs to be a subjective look at the appeals.
- This is a safety issue, not a courtesy issue and each appeal needs to be looked at individually.

- Other families in the same neighbourhood may be impacted by a decision to give transportation.

E. Johnstone asked how many other students in the system this would impact. D. Sage responded there are 45,000 students who walk everyday and there is no reasonable way to estimate how many out of that number would be affected.

To the motion, **CARRIED**.

J. Bishop asked that trustees be made aware of the standards for crossing guards. D. Sage agreed to investigate this.

8. Transportation Appeal (c) J. Mullens

It was moved by B. Wallace: That in response to the J. Mullens appeal, transportation be provided for these students for the remainder of the 2000/2001 school year.

J. Bishop asked why the bus was no longer routed along Robinhood Drive. D. Sage responded that Pleasant Valley School does not have any transportation to the school. Those students live within the defined walking distance to the school.

Trustees made the following points:

- Perhaps students could be considered as part of the boundary for Dundana School, as there is currently no transportation to Pleasant Valley.
- Students should not be walking on the Old Ancaster Road, especially in winter this is a safety hazard.

To the motion, **CARRIED**.

9. Transportation Appeal (d) B. Blenkarn

D. Sage clarified that in order to accommodate this request, the bus would have to make an additional loop and this would impact on the amount of time on a bus that is currently at the one hour maximum time limit.

At this time, the meeting stopped for a five-minute recess in order to clarify details concerning the route and the location of B. Blenkarn's residence.

It was moved by R. Woodworth: That the Transportation Appeal of B. Blenkarn be referred to administration for clarification of the bus route servicing this family.

J. Bishop noted if this appeal is approved, there may be implications for other children in the neighbourhood.

To the motion, **CARRIED**.

10. 1999/2000 Surplus (Deficit)

D. Grant recognized I. Polidori, Manager of Finance and L. Veerman, Manager of Budget, for their hard work in this area. He then referred members to page 10-2 and highlighted retirement

gratuity payments and supply teachers costs as the major causes of the 1.5 million 1999/2000 deficit.

It was moved by E. Johnstone: That the 1999/2000 Surplus (Deficit) be received for information.
CARRIED.

11. 1999/2000 Financial Statements

D. Grant commended I. Polidori, Manager of Finance and L. Veerman, Manager of Budget for their work. He then called upon Janet Allan from KPMG who reviewed the financial statements.

It was moved by R. Barlow: That the 1999/2000 Financial Statements be received for information.
CARRIED.

12. Report of the Courtesy Transportation Committee

D. Grant commended and thanked members of this committee for their work. The Committee met four times and worked within Board established parameters. He then called upon K. Watters, Principal at Buchanan Park School and W. Dowling, Secondary Vice-Principal, to present the report.

It was moved by E. Johnstone: That the meeting be extended until 10:50 p.m.
CARRIED.

D. Grant pointed out that the Courtesy Transportation Report cannot be implemented until students identified as eligible riders as a result of recent policy changes and the distance recalibration initiative have been accommodated.

It was moved by J. Bishop: That the Report of the Courtesy Transportation Committee be referred to the Joint Advisory Committee.

J. Bishop noted that advice regarding this report should be solicited from the broader community via the Joint Advisory Committee

L. Orban felt that principals have to work with the community and leaving them to make the final decision could cause difficulty with community relations.

To the motion, **CARRIED.**

13. Enrolment Summary – October 31, 2000

It was moved by R. Woodworth: That the enrolment summary report for October 31, 2000 be received for information.
CARRIED.

14. 2000/2001 Financial Report – October 31, 2000

It was moved by R. Woodworth: That the 2000/2001 Financial Report – October 31, 2000 be received for information.
CARRIED.

14.a) Trustee Computers

R. Woodworth expressed frustration that several of the trustees' computers had not been working for a long time. He felt it would be beneficial that a costing of new computers for trustees be brought to trustees in January 2001. He added that those trustees who don't require a new computer wouldn't need to get one.

It was moved by R. Woodworth: That the cost of new computers for trustees be brought to the members in January 2001.

CARRIED.

Adjournment

It was moved by J. Bishop: That the meeting be adjourned at 10:45 p.m.

CARRIED.

kc

MINUTES OF THE SPECIAL MEETING
OF THE BUSINESS COMMITTEE
December 21, 2000

Those present: Lillian Orban (Chair), Robert Barlow, Judith Bishop, Wes Hicks, Eleanor Johnstone, Wayne Marston, Ray Mulholland, Ian Thompson, Bruce Wallace, Reg Woodworth

Regrets: Laura Peddle

In attendance: M. Matier (Director of Education and Secretary), D. Grant (Superintendent of Business and Treasurer), K. Bain (Superintendent of Education), E. Bond (Superintendent of Education), M. Botting (Superintendent of Instructional Services), N. Campbell (Superintendent of Education), K. Croxall (Superintendent of Education), A. Cupido (Superintendent of Plant Services), P. Gillie (Superintendent of Education), W. Joudrie (Superintendent of Education), C. Reid (Superintendent of Education) and J. Wibberley (Superintendent of Education).

The Chair called the meeting to order at 7:45 p.m.

2. Approval of Agenda

It was moved by R. Barlow: That the agenda be approved.
CARRIED.

ACTION ITEMS:

3. Transportation Appeal – B. Blenkarn

At R. Woodworth's request, a letter from B. Blenkarn was distributed. The Chair allowed some time for the members to read the letter.

Using an overhead projector, D. Grant clarified details concerning the bus route and location of Mr. Blenkarn's residence as requested at the meeting of December 14, 2000.

R. Woodworth noted that the school bus used to go past the Blenkarn home last year. He further noted that Mr. Blenkarn felt that the Board may have extended special consideration to another student in this area.

It was moved by R. Woodworth: That Mr. Blenkarn's request be accommodated.

R. Woodworth clarified that the intent of the motion is to accommodate either Mr. Blenkarn's first request for the bus to pass by his house or, if that is not possible, his second request that the bus stop be moved to the corner where it can be seen from the Blenkarn house.

L. Orban asked if the latter request would constitute a safety hazard.

D. Grant referenced two issues in this request:

- to re-route the bus to pass in front of the house would add 5-8 minutes to the route as it would involve double looping
- moving the bus stop to the corner was tentatively explored with the family who is being picked up at the current location and the indication is that they would not agree and would likely appeal that decision to the Business Committee.

Responding to a question, K. Bain indicated he pursued Mr. Blenkarn's concern that there had been inconsistent application of the policy and the Transportation Department contends that no special consideration or treatment was given to any one family. He concurred that this year's route is different from last year.

B. Wallace asked the age of the student whose family would potentially object to the moving of the bus stop. D. Grant noted that there are 4 students who are picked up at the current bus stop – 3, including Mr. Blenkarn's daughter, live on Ellen Street and 1 child who lives at the bus stop who is in grade 1.

W. Hicks noted that the other 3 children have not appealed having to walk to the bus stop.

B. Wallace pointed out that the Board insists that one parent be at the bus stop to meet pre-schoolers. Therefore, Mrs. Blenkarn is in an untenable situation and he urged the members to accommodate the parent's request.

To the motion, LOST, 5 in favour and 5 opposed.

When B. Wallace questioned the possibility of adding an extra bus stop at the corner of Ellen and Karendale, D. Grant indicated there was not enough room to accommodate both stops.

It was moved by B. Wallace: That , in response to the appeal of B. Blenkarn, the bus stop be moved to the corner of Ellen and Karendale.

CARRIED. 5 in favour, 4 opposed.

The meeting then adjourned at 8:12 p.m.

TRANSPORTATION APPEALS

BUSINESS COMMITTEE
2001 01 18

5(a)

MR. MERV MATIER

DEC. 15/00

I WOULD LIKE TO APPEAL THE DECISION OF THE BOARD CONCERNING TRANSPORTATION FOR MY 9 YR. OLD DAUGHTER JOANNA, IT WAS NOT APPROVED. I WILL GIVE MORE INFORMATION AT A LATER DATE, CONCERNING SAFETY, HERE IS A QUICK SUMMARY.

I HAVE A CONCERN FOR THE SAFETY OF MY DAUGHTER JOANNA WALKING TO MOUNTVIEW SCHOOL ESPECIALLY CROSSING MOHAWK RD AT MAGNOLIA A VERY BUSY CROSSING AT SCHOOL TIME WITH THE HIGHSCHOOL JUST UP THE ROAD AND ALL THE OTHER TRAFFIC.

JOANNA WAS ON THE BUS LAST YEAR AND THE BUS SEEN TO HAVE EMPTY SPACES THIS YEAR. FOR THE SAFETY OF JOANNA GOING TO SCHOOL I WOULD APPRECIATE TRANSPORTATION ESPICIAALLY WITH EMPTY SEATS ON THE BUS.

THANK-YOU

CONCERNED PARENTS

David Brown
Joan Brown

HAMILTON ONT.

5. (6)

Mr. Merv Matier
Director of Education and Secretary to the Board
The Hamilton-Wentworth District School Board
100 Main Street West
P.O. Box 2558
Hamilton, Ontario.
L8N 3L1

1 January 2001

Mr. and Mrs Gonci
21 Elora Drive
Hamilton, Ontario.
L9C 6T4

LETTER OF APPEAL

Mr. Matier:

Please be advised that we would like to appeal the decision presented to us in Mr Sage's letter dated November 30th, 2000.

Specifically, I do not accept the findings of the Planning and Accommodation Department to deny my children access to bus transportation to and from school based upon the belief that the path of travel does not involve a major arterial roadway.

In great detail I have reviewed this path of travel and I would bring the following points to your attention:

1. It would be negligent to expect a 9 and 10 year old child to walk the 1.5km route to and from school each day with an expectation of safety;
2. the path of travel involves crossing five un-supervised intersections;
3. of primary importance, my children would be required to cross the intersection of Magnolia and Mohawk Road West taking into consideration the following:
 - a. The intersection of Mohawk Road West and Magnolia is a major arterial roadway which links the West Mountain to the Lincoln Alexander Parkway; Highway 403 and the Town of Ancaster.

-2-

b. This intersection does not have a school crossing guard.

c. Following a review of this intersection on two separate occasions, at times when my children would cross this path, I did witness several vehicles act in an un-safe manner by running both yellow and red lights, East and Westbound on Mohawk Road and by crossing into pedestrian traffic while making left and right hand turns.

d. As a result of heavy snowfall and improper snow removal along this path, I did witness several pedestrians being required to walk upon the roadway dangerously close to vehicle traffic.

4. On a personal note my wife has informed me that the mother of an acquaintance, who had been crossing Mohawk Road near this intersection, was in fact killed by a vehicle during poor weather conditions;

5. Near the intersection of Magnolia and Lavina Crescent there is a large residential construction area under development with the in/out route on the path of travel. This route provides access to very large construction vehicles which must negotiate a wide turn and is posted as being a "DANGEROUS AREA"; and

6. Sir Allan MacNab Secondary School is located on the path of travel and there are several young individuals who utilize personal vehicles to and from school each day. It has been my personal experience that some of these individuals drive in a reckless manner with little regard to the posted speed limits and stop signs in the area.

In conclusion I would like to take the opportunity to meet with the Business Committee to discuss my concerns and to answer any questions you may have. Pending the date of the review please be advised that I will be attending with legal representation as I am taking the safety and welfare of my children quite seriously.

Respectfully



Mr. Kevin Gonci

From: Karen Whiting
To: <rmillar@hwdsb.on.ca>
Sent: Thursday, December 21, 2000 8:25 PM
Subject: school busing appeal

Attn Mr Merv Matier
Business Committee
Appeal for denial of school bus transportation.

I wish to appeal the denial of school busing for my daughter Alex Whiting who attends Grange Elementary School in Ancaster.

I am requesting to make a presentation at the next meeting of the business committee which I believe to be on Jan 18th 2001 at 1900.

I base my argument on the fact that my daughter's route to school means that she has to walk a route where there are no side walks the entire way. She also has to cross a bridge over the 403 with a very narrow side walk, this bridge ices over in the winter and the narrow sidewalk is often not cleared meaning she has to walk in the road. This road is Fiddlers Green and is extremely busy. When we moved into the area we were told the children were bused not because of the distance but because the route to school was hazardous. Nothing has changed in terms of the route only the "new Policy". Does it take a child having to be killed or injured before busing will be reinstated? Neighbours that live a One minute walk from my house have been successful in their appeal and their children now have busing. My child takes the exact same route to school as those children but her appeal has been denied. At least 8 buses pass outside my house on the way to Grange, all of these buses are more than half empty. Infact they all stop right outside my house at Maple Lane School and then go on to Grange. It is a travesty that my daughter isn't allowed to get on one of these 8 buses that stop outside her house with many empty seats. Where is the logic/ cost saving in that.!

Please accept my request to present my case at the next business committee meeting, I anticipate your reply.

Sincerely,
Karen Whiting

5-(c)-1

From: Karen Whiting
To: <rmillar@hwdsb.on.ca>
Sent: Tuesday, January 09, 2001 7:38 PM
Subject: school busing presentatin at business committee

Attn Merv Mactier/Secretary of the board
Business committee.

This letter is in addition to my previous one and is in the format of how I wish to present my appeal re the denial of school busing for my daughter Alex Whiting.

I base my appeal on 2 issues, the first is the hazardous nature of the walk to school and the 2nd is the fact that many school buses pass by my house with half empty seats on route to Grange public school where my daughter attends in grade 6.

The route to school that my daughter takes means she has to walk the entire way with no side walks. She has to cross a bridge over the 403 along Fiddlers Green Road. This road is extremely busy with traffic passing at high speeds. The pathway over the bridge is very narrow. In winter the bridge ices and the pathway is usually not cleared of snow. (see photographs.) When we moved into this area we were told that the children were bused not so much because of distance (we live 1.3 kms from the school) but due to the hazardous nature of the route to school that the childre have to take. This route has not changed in anyway, on board policy. Neighbours of mine who live a one minute walk from where I live who were previously denied busing now have busing for their children. These children take the exact same route to school as my daughter.

My 2nd issue is that at least 8 buses stop outside my house infront of Maple Lane school. This is the twin school of Grange, children attend from grades kindergarden to grade 2 then attend Grange from grade 3 and up. All these buses have many empty seats, some have as few as 15 children on them. I have spoken to the bus drivers to confirm this. All these buses go on to Grange once they drop off the Maple lane children. I would like to know, with this many buses stoping outside my house with all these empty seats (see photographs) why my daughter cannot get on on of these buses. There is absolutely NO COST SAVING involved in this as these buses pass by my house. We are in a unique situation in that we are a twined school with

buses going between the 2 schools no extra bus stop or route need be added for my daughter to start using a school bus again. Presently only 3 children are affected by this new policy in my area, my daughter, one child on Garden avenue and one child at 21 miller drive. Surely the board can allow 3 children to take the bus to school that they had previously been taking for years.

Please use common sense to reverse a situation that should never have occurred in the first place.

sincerely,
Karen Whiting

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5.(d)

Mr. Merv Matier, Director of Education and
Secretary to the Board
The Hamilton-Wentworth District School Board
100 Main Street West
P.O. Box 2558
Hamilton, Ontario, L8N 3L1

January 8, 2001.

Topic: Letter of Appeal re withdrawal of bus service

I am writing to formally request the opportunity to present before the Business Committee my appeal of the decision to withdraw bus service for my children. My appeal is based upon the issue of safety.

SAFETY

My family and I live at 18 Garden Avenue in Ancaster (see map). My driveway faces Miller Drive and Maple Lane School. The distance for my son, Connor, to travel to Grange School from his home is 1.4 km. Since the distance is less than 1.6 km, my son has been declined bussing.

In order for my 8 year old son to reach his school, Grange, he must walk along Fiddler's Green over the 403 overpass. Fiddler's Green because of the exit to the 403 has become a very heavily travelled roadway. In addition, cars are travelling faster than the speed limit of 60 km/hr. Fiddler's Green is only a two-lane roadway with no sidewalks except for the very narrow walkway that crosses over the 403. This narrow path does not have safety fencing. Finally, the pathway is not accessible in the winter since it is covered by snowbanks (see photo).

The next road on his walk to school is Calvin and then Woodworth. Both of these streets do not have sidewalks thereby forcing children to walk on the road which is especially dangerous in the winter when snowbanks are higher than children and impair driver visibility. Traffic along Woodworth and around Grange School is also heavier lately since many parents are now in the position of having to drive their children to Grange due to withdrawal of bus service. In short, no responsible parent would allow their child to walk to Grange School from Garden and Miller Avenue.

THE SOLUTION

The solution to the issue of safety is to reinstate bus service for my child to travel to school. This could very easily be done with the half-empty buses that currently go by my house several times per day on their way to Grange School.

5.(d)-1

Grange and MapleLane School are sister schools which share buses. Since MapleLane school is just outside my front door, I, and other parents in our survey have been observing the buses that stop at MapleLane School on their way to Grange School. Many of these buses are only 1/4 to 1/2 full. Clearly, half empty buses are not saving the Board transportation costs. There appears to be more than enough room on the buses for the three children in our neighbourhood who have been declined service. All three of these children live within view of MapleLane School (18 Garden Avenue, 15 Miller Drive, and 21 Miller Drive).

There also appears to be a double standard regarding which children receive or do not receive bussing in our neighbourhood. For example, our neighbours at 63 Garden Avenue (which is also <1.6 km from Grange School) have been given the opportunity to have bus service if their children walk down to the bus stop at 215 Miller Drive. We question why we have not been given that opportunity for bus service.

The bus (bus#1) that stops at 215 Miller Drive then travels along Miller, left onto Anson, and then right onto Garden Avenue (past my house) and then right onto Miller and MapleLane School. This very same bus then proceeds to circle along the other part of Miller, stops at Anson and Miller to pick up a child, then turns right onto Anson, and again right onto Garden Avenue (going by my front door once again) before turning onto Fiddler's Green on it's way to Grange School.

Considering the unsafe walk over a highway overpass along a major arterial roadway and through residential streets without sidewalks, it is not safe for my child or any child from our neighbourhood to walk from our survey to Grange School. The obvious solution is to allow all children in the Miller/Garden Avenue survey equitable access to bus service with the half-empty buses that currently go by our homes several times per day.

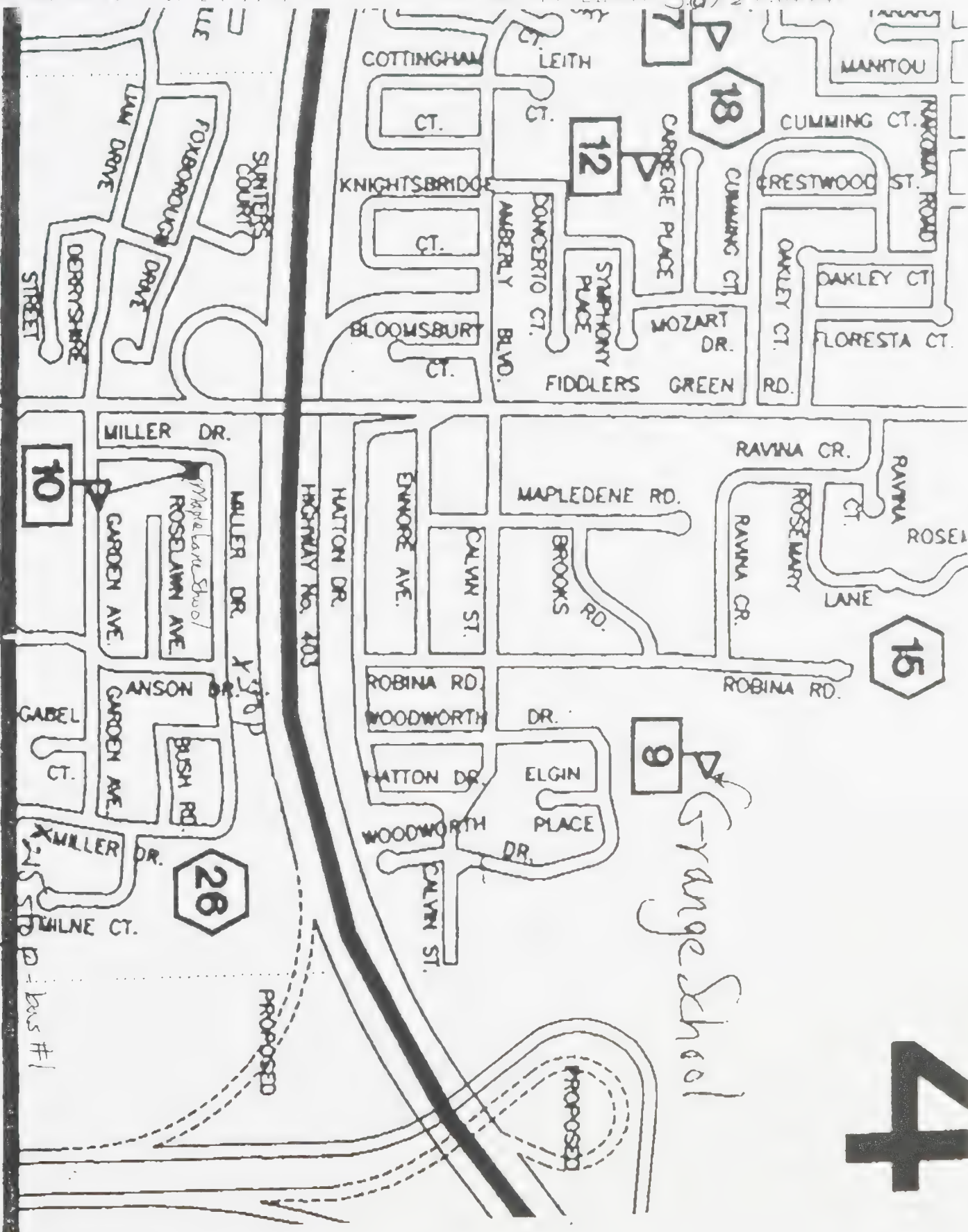
I look forward to your consideration of this matter.

Sincerely,



Michele and Geoff Werstuck

4



Grange School

42 43 44 45



5.(e)

From: David Dougherty
To: <rmillar@hwdsb.on.ca>
Sent: Wednesday, January 10, 2001 10:18 AM
Subject: Appeal, Bus Service on Weirs Lane

Secretary of the Board

Here are the points which we plan to present at our appeal hearing, Jan ¹⁸ ~~11~~ 2001 regarding the termination of mini bus service on Weirs Lane.

Our presentation will pertain to safety, fairness of service and a proposed solution.

Background information:

The Jan ¹⁸ ~~11~~th meeting will be attended by Mr/Mrs Dougherty (e) and Mr/Mrs Sober

Number of children affected: five elementary and six senior public.

Our goal: Restore bus service to Weirs Lane.

Item 1: Safety.

Weirs Lane is a through road between Hwy 8 and Hwy 99.

Weirs Lane is hilly, narrow, no lane marking lines, no sidewalk, absolutely no shoulder, posted speed limit abused through road. A walk along Weirs to the Hwy 8 bus stop is not even a consideration for our young elementary school age children. (Pictures will be presented)

Parking the car to drop off and pick up the children at the Hwy 8 bus stop is unsafe, if not impossible, especially in these winter months. There is absolutely no place to park. Parking on the roadway is unsafe and illegal. (Pictures will be presented)

Item 2: Fairness of Service

Other local children on other roads, are picked up at their door and in almost all cases the distance to bus stop rules, and other rules are not even close to being an issue for these children. (Maps, pictures, distances and bus routes will be presented)

Item 3: Solution

A proposal to restore our service will be presented.

Thank you for your time and consideration

Dave Dougherty

Ed Sober

5. (f)

From: scott Irving <scott.irving@hwdsb.on.ca>
To: <r.millar@hwdsb.on.ca>
Sent: Sunday, January 07, 2001 8:21 PM
Subject: school bus issue

Mr. M. Matier
Director of Education and Secretary to the Board
Attention Ms. R. Millar

Dear Ms. Millar

Thankyou for taking time to hear my appeal once again on the school bus issue. You were speaking with my mother in law last week and she said that you would like to hear from me. As I stated in my previous letter they will not allow 2 of my 3 children to take the school bus, because we don't meet the 1.6 km distance. In fact we are 1.5 km from the school and have to cross Dundas St.(hwy 5) in order to get to school.

The letter that I just received, stated that the path of travel from our home to school does not involve a major arterial roadway, when in fact it does. Dundas St. (hwy5) is the major road which runs through Waterdown. I am extremely angry and concerned about this situation. I drive my kids to school everyday, and everyday there is cars running red lights at the top of our street. This unfortunately is not a rare situation, I don't like to cross the street there so why would I make my children? I feel that the school board is putting our childrens lives at stake in order to save a few bucks. There is a Catholic school just up the road and the children that live on the other side Dundas St. get bussed even though they live closer than my children do. We pay taxes the same a they do, but I guess they value their childrens safety a little more than we do.

We also have a blind corner at the bottom of our driveway and large transport trucks go up and down the street to Phillips Environmental. These were only a few of my cocerns before it snowed, now there are large snow banks running up both sides of the street and the sidewalks are not accessable. This causes yet another hazzard for the children to deal with, it is hard enough to see an adult walking along the road so it is almost impossible to see a child. I refuse to take my childrens safety in a non-chalant manner and that is what I feel the school board is doing.

I would like to be notified about the up coming meeting so that I can express my views and concerns in person.

Thankyou, and I hope to hear from you soon

Sharon Irving
(

Mr. Don Grant:

5(g)

Oct. 06/2000

My name is Hilary Frank I live at
Rd. My two children Victoria
and Christina Frank are 7 and 10 years old.
They attend elementary school at Mary
Hopkins Public School. Their father Mr.
Ronn Frank lives in Waterdown.

For the past 3 years the children have
been accessing the bus service at Mill St.
Waterdown Rd & Mountain Brow. There was
another child who took the school bus
from this spot until Sept. 2000 when
moved on to Flamboro Center.

The Wentworth Board has now taken
away that stop. Mr. Bain last Friday
told me that the kids could take the
bus from Flanders St. which is
almost a kilometer away and is a
rural road with no sidewalks and
is travelled by commuters. It is
much too dangerous for the children
to walk to this stop.

I am not asking for the bus to
go out of it's way to pick the girls
up. The bus passes by this stop

twice in the morning and twice
in the afternoon. ^{5. (g) - 1} The bus even
stops for a stop sign at this stop
I spoke with Mr. Woodworth this
afternoon he asked me to fax a letter
with the particulars. He asked me
to let you know that it is a similar
situation to some children in Waterloo
who are attending Flamborough School
I am only requesting that the stop
be put back at Waterdown Rd &
(Mill St.)
Mountain Brow.

It is much too dangerous for the children
to walk the route to school. There
are no sidewalks and the traffic
speeds on the road.

I am concerned for the safety of
my children if they have no alternative
than to walk to the closest stop
which is almost a kilometer on a
rural route road.

I would appreciate a telephone
call so that we could discuss this
situation.

I can be reached at:
5.(9)-2

Monday-Friday 8-3:30
(after 4 p.m. - home #.)

Thank you
Hilary Frank

Faxed to: Don Grant Fax # 521-2536
Merve McTier Fax # 521-2539
Mr. R. Woodworth Fax # 519-647-2857

Oct. 6, 2000 3 p.m.

5.(b)

Jan 10/2001

1 Randy Sullivan wish to make an appeal to
the denial of transportation.

Randy W. Sullivan

distance to the Board designated school and from that your information in your computer is incorrect, stating that the distance is 0.99kms. when in actuality the distance is definitely 1.8kms. This accurate distance of 1.8kms. exceeds the 1.6kms. walking distance as defined in Policy No. 10.01 section 1. a), which make both of our children eligible for transportation services. We also have a 3 year old daughter who will be enrolled in the September 2001 Junior Kindergarten class at Mountain View Public School, and whom also will be eligible for transportation services. As for this school year, including right through the winter I would have to dress our 3 year old in winter attire twice a day, and expose her to winter conditions. (I myself have two herniated discs on my back (which I can obtain a Physicians Health Certificate for) and cannot walk Carry, Randy and our 3 year old to school and home from school each day.)

Health
Cert. *

There are many reasons why our children's safety would be at risk and they are as follows:

1. Our children are 6 years old (starting Grade 1 in Sept.) and 7 years old (starting Grade 3). Our 6 year old doesn't even know how to read yet, let alone how to read street signs, stoplights, or walk and don't walk light signs.
2. Four letters were sent home in the 1999/2000 school year warning parents and children about pedophiles watching the students off parking and leaving school property. The last letter was dated April 14, 2000 stating that Mountain View Public School had received notice from Gary Filson, Public Relations Officer - HWDSB and the Hamilton-Wentworth Regional Police. Having an photo and children of a suspicious man, with a full description of him and his vehicle and also the license plate number. The letter stated if you to report Detective Reg. House at the Child Abuse branch at 376-355.

"THIS IS A SAFETY RISK TO OUR CHILDREN."

January 3, 2001

The Hamilton –Wentworth District School Board
100 Main Street West, P.O. Box 2558
Hamilton, ON L8N 3L1

Attention: Business Committee

Dear Sir/Madam:

We are concerned parents of children attending Lawfield Middle School. As a result of the amalgamation of the former Hamilton and Wentworth County Boards of Education and the adoption of the newly drafted Transportation Policy, our bus service was cancelled. Please find attached a petition addressed to the Hamilton-Wentworth District School Board. This petition has been circulated and signed by numerous parents who are worried about the safety issues associated with the cancellation of bus service to Lawfield Middle School. We wish, at this time, to appeal the decision of the Board to remove school bus transportation from within our community.

Our children face many safety hazards on their walk to Lawfield Middle School: the most serious being the on/off ramps over the Lincoln Alexander Parkway (the "Linc"), which has separated our community from the school. Parents fought hard to receive bus transportation from the Lincoln Alexander Public School area to Lawfield Middle School because of the risks associated with the newly constructed "Linc". At that time, Mr. Ken Bain, Superintendent of Education, approved bus service when the safety issues were recognized. The safety issues that were recognized then have not been eliminated, nor have they been re-addressed, yet today our children are once again being forced to walk to school and manipulate and manoeuvre themselves across these treacherous on/off ramps. There is one set of lights on either side of the bridge on Upper Gage yet there is no controlled intersection to provide safety for the children to cross. There are no crosswalks, nor are there any crossing guards. At one time, crossing guards were present at the intersection, but that service has also been removed so the children must now cross unassisted.

We feel that the walk across the "Linc" overpass is dangerous on a good day, but the situation becomes more complicated with poor weather conditions, i.e. snow, rain and fog. During the first week of December, for example, the sidewalks on both Upper Gage and Upper Sherman went un-shovelled for two days following our first big snowstorm, forcing the children to walk directly on the road. There are still parts

Hamilton Wentworth District School Board

January 3, 2001

.. 2 ..

of the sidewalk area that remain un-shovelled weeks after this snowfall. The snow banks are dangerously high at the on/off ramps, impeding the child's view of what is approaching. Cars exiting the "Linc" onto Upper Gage barely slow and seldom come to a full stop at the intersection, and cars entering the expressway from Upper Gage are increasing their speed and rarely slow for pedestrian crossing. The "need for speed" and, during the winter months, the high snow banks mix to make for a very dangerous situation for our children.

As a result of the cancellation of the buses, the children are now forced to leave for school that much earlier. The change in bell time at Lawfield to a much earlier start time means that our children are walking to school before full daylight during the winter months. The children are dismissed from school earlier as well, long before many parents are finished work. No buses and a much different school day schedule make it difficult to drive and pick-up our children. Many parents, wishing to ensure their children arrive at school safely, have to resort to dropping them off earlier than the entrance time, resulting in children standing outside the school doors in the morning, in the cold, until the bell rings.

In conclusion, we ask that you re-visit our request to resume bus transportation in our community in order to ensure that our children travel to and from school safely.

Thanking you in advance for taking the time to listen to us, we are,

J. C. Scobie
/ Concerned parents of Lawfield students

5.(1)-2

August 28,,2000

We the undersigned as Parents/Guardians of students attending Lawfield Middle School in the area bordering Upper Gage, Stone Church, Upper Sherman and the Lincoln Alexander Expressway are concerned about the lack of bussing for our children for this current school year. We realize that the distance to the school is under the 2.4 km distance required for bussing. This is not the issue, the issue here is safety. The students from this area were never bused until the Lincoln Alexander Expressway opened up three years ago. This is when safety was a concern. The students would have to cross two off ramps and one on ramp on Upper Gage Avenue. Nothing has changed this is still a safety hazard but our buses are being discontinued.

NAME PLEASE PRINT	ADDRESS	PHONE NUMBER	SIGNATURE
L. Williams	37 Rexford	383-7567	G. R. Williams
KATHY HAYNES	427 REXFORD DR.	388-1551	K. Haynes
PAUL SCOBIE	14 ATTFIELD PL.	383-6368	Paul Scobie
CHRIS ARNOLD	2 AMBRIDGE CR.	383-5-4993	Chris Arnold
BECCA WATSON	321 Rexford Dr.	355-5550	Diane Watson
Pat GILL	209 REXFORD DR.	575-3195	Patricia Gill
KEVIN BROWN	328 REXFORD DR.	574-2036	Kevin Brown
Lisa Arnold	2 Ambridge Cr.	383-5-4993	Lisa Arnold
TERRY BROWN	200 REXFORD	335-7232	Terry Brown
KEVIN BROWN	300 REXFORD	355-7232	Kevin Brown
ANTHONY D'ALESSANDRO	174 LANWOOD COURT	383-0290	Anthony D'Alessandro
L D'ALESSANDRO	"	"	L D'Alessandro

August 28, 2000

We the undersigned as Parents/Guardians of students attending Lawfield Middle School in the area bordering Upper Gage, Stone Church, Upper Sherman and the Lincoln Alexander Expressway are concerned about the lack of bussing for our children for this current school year. We realize that the distance to the school is under the 2.4 km distance required for bussing. This is not the issue, the issue here is safety. The students from this area were never bused until the Lincoln Alexander Expressway opened up three years ago. This is when safety was a concern. The students would have to cross two off ramps and one on ramp on Upper Gage Avenue. Nothing has changed this is still a safety hazard but our buses are being discontinued.

NAME PLEASE PRINT	ADDRESS	PHONE NUMBER	SIGNATURE
C. Falletta	310 Rexford	388-7183	C Falletta
K. Lizotte	41 Robson Cr.	387-5460	K. Lizotte
M. Carey	192 Ravenbury Dr	385-7634	M. Carey
L. Cran	3 Avonmore	383-2787	L. Cran
R. Wong	31 AMBLECOTE	385-3539	R. Wong
G GORDON	1182 BURNHAM	387-1416	G. Gordon
R WATSON	321 REXFORD DR	385 5386	R. Watson
J. Brown	328 Payton Dr	574-2036	J. Brown
WALT DAVIES	308 REXFORD	387-6130	Walt Davies
D. L. Andrews	59 Ravenbury	389-0788	D. L. Andrews
J. Tugby	10 Rama	3830236	J. Tugby
C. FALLETTA	310 REXFORD	388-7183	C. Falletta

5.(i)-4

August 28, 2000

We the undersigned as Parents/Guardians of students attending Lawfield Middle School in the area bordering Upper Gage, Stone Church, Upper Sherman and the Lincoln Alexander Expressway are concerned about the lack of bussing for our children for this current school year. We realize that the distance to the school is under the 2.4 km distance required for bussing. This is not the issue, the issue here is safety. The students from this area were never bused until the Lincoln Alexander Expressway opened up three years ago. This is when safety was a concern. The students would have to cross two off ramps and one on ramp on Upper Gage Avenue. Nothing has changed this is still a safety hazard but our buses are being discontinued.

NAME PLEASE PRINT	ADDRESS	PHONE NUMBER	SIGNATURE
Lynn Darlington	258 REXFORD DR.	387-1123	Lynn Darlington
Barbara Brown	118 TROTTEN CR	387-1416	Barbara Brown
TONY MOLENAAR	111 ROBSON CR	387-6966	Tony Molenaar
IRENE MOLENAAR	ROBSON CR	387-0466	Irene Molenaar
DANIELA AGOSTINI	50 KENNEDY CRT	389-78	Daniela Agostini
CHRYL TUGBY	10 KENNEDY CRT	383-0336	Cheryl Tugby
JOANNE MULLIN	15 ROWAN CRT	388-1557	Joanne Mullin
Betty Jones	122 ROBSON RES	583-4380	Betty Jones
MIKE BRANCHAN	258 REXFORD DR	318-2753	Mike Branchan
FRANK HEWITT	266 REXFORD DR	389-7762	Frank Hewitt
Laurie Bingham	252 REXFORD DR	574-3082	L. Bingham
DAN WHEELING	15 ROWAN CRT.	388-1557	Dan Wheeling

5.(i)-5

August 28, 2000

We the undersigned as Parents/Guardians of students attending Lawfield Middle School in the area bordering Upper Gage, Stone Church, Upper Sherman and the Lincoln Alexander Expressway are concerned about the lack of bussing for our children for this current school year. We realize that the distance to the school is under the 2.4 km distance required for bussing. This is not the issue, the issue here is safety. The students from this area were never bused until the Lincoln Alexander Expressway opened up three years ago. This is when safety was a concern. The students would have to cross two off ramps and one on ramp on Upper Gage Avenue. Nothing has changed this is still a safety hazard but our buses are being discontinued.

NAME PLEASE PRINT	ADDRESS	PHONE NUMBER	SIGNATURE
TYLER CROSSMAN	250 REXFORD DR	387-4095	Tyler Crossman
J.B. Brown	248 REXFORD DR	5753654	J.B. Brown
↓ ↓	↓ ↓	↓ ↓	↓ ↓
Patsy Chouen	239 Rexford Dr	388-0878	P. Chouen
Geoff Chouen	239 Rexford Dr	388-0878	Geoff Chouen
Kevin Creechman	5 RHODES CRT	383-2716	Kevin Creechman
Ana McLeod	11 RHODES CRT	389-2952	Ana McLeod
SANDY BOTELHO	110 PEARSON DR.	387-1446	S. Botelho
DR. CHAISE	10 RHODES	387-5273	Dr. Chaise
J.D.L.	223 REXFORD	318-1830	J.D.L.
M. MIRA	233 REXFORD	387-5572	M. Mira
R.M. Brinkman	244 REXFORD	387-8455	R.M. Brinkman
D. M. Titman	238 REXFORD	575-7617	D. M. Titman

5(1)-6

August 28, 2000

We the undersigned as Parents/Guardians of students attending Lawfield Middle School in the area bordering Upper Gage, Stone Church, Upper Sherman and the Lincoln Alexander Expressway are concerned about the lack of bussing for our children for this current school year. We realize that the distance to the school is under the 2.4 km distance required for bussing. This is not the issue, the issue here is safety. The students from this area were never bused until the Lincoln Alexander Expressway opened up three years ago. This is when safety was a concern. The students would have to cross two off ramps and one on ramp on Upper Gage Avenue. Nothing has changed this is still a safety hazard but our buses are being discontinued.

NAME PLEASE PRINT	ADDRESS	PHONE NUMBER	SIGNATURE
JAY CAREY	192 RAVENBURY DRIVE.	385-7634	Jay Carey
K. WONG	31 An He Gate Pl	385-3539	Kevin Wong
Gale Lortie	9-300 Rexford	385-7568	Gale Lortie
M Sherman Bell	7 Robson Cres	388-2484	M Sherman Bell
Chris Mayall	63 Millpond Pl	575-5818	Chris Mayall
Joe Mayall	63 Millpond Pl	575-5818	Joe Mayall
SCOTT ABBOTT	18 ROSEWELL ST	388-8621	Scott Abbott
Diane Abbott	18 Rosewell St	388-8621	Diane Abbott
Donna Rudan	436 Rexford Drive	387-3505	Donna Rudan
DALE RUDAN	436 REXFORD DRIVE	387-3505	Dale Rudan
Jan Gavey	3 Barbara Crt	385-4468	Jan Gavey
DON GAVEY	3 BARBARA CRT	385-4468	Don Gavey

[illegible]

5.(j)

Dear: Mr. Merv Matier

Director of Education and Secretary to the Board
The Hamilton-Wentworth District School Board

I feel that this change is not right. If my daughter took the bus last year why can't she take it this year. My daughter has a friend that takes it and she doesn't live far from our house. I think it should be at 3.0 miles from the school, because it is far to walk and plus \$800 dollars per year for the city that's a lot of money. Would you want to pay that much for your daughter/son? And also when my daughter took the bus this year, that's when she didn't know she couldn't take the bus. There was only 12 people on the bus. and when 16 more people could fit, I would agree if no one took the bus and everyone took the city bus then I would agree. But it's unfair that kids around us are taking the bus and my daughter is not. And also it doesn't matter about the distance, it should be the size of the group. Gas doesn't change if 16 more people go on the bus. if my daughter can't take the bus then why am I paying school taxes. Explain to me why half go on the bus and half aren't, I don't understand this. I don't agree with this change at all. Just picture yourself in this situation and you'll see why I'm complaining.

I'm waiting for your

5(j)-1

say and please answer all my questions.

P.S. Her path to school includes two major roads. They are Mud street and paramount. Those are major roads that are dangerous.

Thank-you

Mr. and Mrs.
Gilinski

5.(k)

Mrs. Charles Ransberry

[Home](#)

January 10, 2001

Hamilton Board Of Education !

To Whom it may concern,

I am writing in regards to a student that attends Bennetto Middle school 444 Hughson st north Hamilton Ontario.

Lorraine Ransberry Lives approximately 8 km away from the school in which we are told is not the proper distance for her to receive bus transportation to and from school. This student has no one in her area to walk back and forth with and due to the fact it is winter and bitterly cold for the child my concern is safty on her part.

Lorraine has a disabled grandmother and also two siblings at home in need of care waiting for her to return home from school. Please take all these factors into consideration.

Also if you wish to contact me for more information, I will be glad to assist you.

Thank You for your time .

Mrs. Charles Ransberry

DELEGATION

BUSINESS COMMITTEE
2001 01 18

#6

Mr Merv Matier
Director of Education & Secretary of the Board
Hamilton-Wentworth District School Board
100 Main Street West,
Hamilton ON L8P 1H6
January 12, 2001

Dear Mr Matier,

The School Council of R.L. Hyslop is here today as a follow up to the letter that was presented to the Board on Thursday, December 21, 2000 requesting that we be de-twinned. That letter was only the tip of the iceberg as to why we should be de-twinned. It has not been the first time that the parents of R.L. Hyslop have let a School Board know how they felt on this issue.

On March 29, 1993 a delegation from R.L. Hyslop did a presentation with a signed petition against being twinned again by 75% of our parent population. The presentation was made to the Wentworth County Board of Education asking why the two schools, R.L. Hyslop and Green Acres, were being twinned again when just 4 years previously we were de-twinned because it wasn't working. Many of the parents had children at the school when it was twinned before and saw first hand how it was not working. Some of the reasons were that the administrator was teaching half time and because of this was pulled out of class for various reasons to deal with administrative duties, and quite often was off the premises for Board related meetings. Therefore supply teachers were brought in causing a lot of inconsistency.

In October of 1994, R.L. Hyslop again went before the Wentworth School Board with delegation status requesting that R.L. Hyslop's eligible Junior Kindergarten children take advantage of being part of a twinned school and be allowed to top up the pilot project class that ran at Green Acres. We had been told back in March 1993 that by being a twinned school there would be many positive advantages for us. Obviously this was not one of them because our request was denied. We left the meeting that night feeling that when there was a potential benefit to being twinned, it didn't materialize for the school community.

Then in June 2000, a petition was signed again requesting the de-twinning of R.L. Hyslop and Green Acres because of the increase in the number of students and the revolving door of VP's, but we received no response. The petition was sent to Merv Matier with copies sent to Jan Dewar, Krys Croxall, Debbie Chabot, and Susan Banks. We were under the impression that when Sue Banks came to our school as Vice-Principal that we were going to be de-twinned and she would be promoted to Principal at R.L. Hyslop.

(2)

The numbers below not only reflect the growth of R.L. Hyslop and Green Acres, but also the growth of the other schools that were being considered for twinning during this time.

Back in 1993 the student population of these schools was as follows:

Pleasant Valley	- 210	Dundana	- 176	Total 386
Spencer Valley	- 235	Greenville	- 211	Total 446
R.L. Hyslop	- 224	Green Acres	- 285	Total 509

Today in 2001 the student population of these schools is as follows:

Pleasant Valley	- 223	Dundana	- 348	Total 571
Spencer Valley	- 282	Greenville	- 242	Total 524
R.L. Hyslop	- 325	Green Acres	- 361	Total 686

These numbers alone indicate that R.L. Hyslop and Green Acres have grown over 50% in the last 8 years, but are still twinned and treated like schools of a much smaller size. There are many schools with less student enrolment than R.L. Hyslop that have a Principal, for example, Collegiate. Collegiate, a school with less student enrolment has a full-time principal. This is the school to which our former Vice-Principal, who at R.L. Hyslop was responsible for the administration of a greater number of students, was transferred to and promoted to Principal. Also, the immediate area around R.L. Hyslop is rejuvenating itself as older people move out and families with young children are moving into the area. Projected growth also indicates that upwards of 3,000 housing units will be built in Stoney Creek over the next 10 years. The population of the Stoney Creek area and particularly the population of R.L. Hyslop has been continuing to grow and will continue to grow, therefore the school deserves to stand on its own.

With the amalgamation of the two School Boards, there are no borders. Regardless, if in the distant future a new school was built for the Fruitland-Dewitt Corridor children, and whether Mountainview was closed or remained open, the catchments would have to change, boundaries would have to be redrawn. Presently, Lake Avenue School, with a population of approximately 830 students is bursting at the seams and Green Acres is taking the overflow of students from this school.

There have been continuous changes in administrators since R.L. Hyslop and Green Acres were twinned again. We feel that we need one administrator to maintain continuity in planning, and implementation and review of school plans. Inconsistency and instability affects the children directly and indirectly through staff and parent morale. The children must get to know the new administrator, the administrator must become familiar with the school, the teachers must conform to the new administrator and all of this takes time. The twinning of the two schools not only affects R.L. Hyslop, but Green Acres as well. The Principal's time is also being divided because she must be involved in making decisions affecting R.L. Hyslop.

In the three years since the amalgamation of the School Boards there has been no equity in the allocation of principals. We feel that some equitable standards are needed. Many schools with a lower population than a twinned school still have principals, and some with a higher population than non-twinned schools are without a principal. Then there is the staffing situation at these twinned schools. The formula has to be fair or equitable in the way that twinned and non-twinned schools are treated. No school should receive less staffing allocation because it is twinned than it would have received in a stand-alone situation.

(3)

We are recommending that criteria be set up for allocating principals and vice-principals on an equitable basis and for deciding when schools should be twinned and when schools should be de-twinned. No formal allocation criteria or process exists at this time, and because of this everyone is roaming around in the dark - the students, teachers, parents, and community. We are recommending that this criteria be set up not only by a committee of Board staff, the Administrative Committee, but that School Council representatives or parents from each cluster be invited to participate.

So please, give this presentation some serious thought and de-twin us. This affects us all – Administrator, staff, parents, but most of all, the children of R.L. Hyslop.

Sincerely,

On Behalf of R.L. Hyslop School Council and Parents:

Pat Jones
R.L. Hyslop School Council Chairperson

and

Helen Langlands-Wood
Parent Member of R.L. Hyslop School Council

A C T I O N I T E M S

BUSINESS COMMITTEE
2001 01 18

#18

The Hamilton-Wentworth District School Board

Memo

TO: Merv Matier, Director of Education and Secretary

FROM: Don Grant, Superintendent of Business and Treasurer
Irene Polidori, Manager of Financial Services
Lucy Veerman, Manager of Budget

DATE: January 18, 2001

RE: 2000/2001 Financial Report - November 30, 2000

Approved for distribution by the Director.	
Signature:	<u>Merv Matier</u>
Date:	<u>Jan 12 / 01</u>

Recommendations:

Moved by: _____

That the 2000/2001 Financial Report - November 30, 2000 be received for information

Rationale:

The attached report identifies expenditures, commitments and revenues as at November 30, 2000

18-1
The Hamilton-Wentworth District School Board

2000/2001 Financial Reporting - November 30, 2000

	<u>Budget Approved June 2000</u>	<u>Revised Budget</u>	<u>Actuals as at Nov 30, 2000</u>	<u>% of Revised Budget</u>	<u>Notes</u>
Expenditures		Note 1			
CLASSROOM					
Classroom Teachers/Library/Guidance	\$ 188,025,931	188,025,931	48,087,090	25.57%	(2)
Occasional Teachers	4,584,435	4,834,435	1,408,666	29.14%	
Educational Assistants	11,837,720	12,780,185	2,924,388	22.88%	
Classroom Computers	3,255,004	3,255,004	751,325	23.08%	
Textbooks and Supplies	12,268,986	12,418,986	4,182,762	33.68%	
Professionals and Para-Professionals	6,431,704	6,431,704	1,570,336	24.42%	
Staff Development	740,996	790,996	43,628	5.52%	
	<u>227,144,776</u>	<u>228,537,241</u>	<u>58,968,195</u>	<u>25.80%</u>	
NON-CLASSROOM					
Co-ordinators and Consultants	2,946,754	2,946,754	697,202	23.66%	(2)
Teacher's Preparation Time	23,816,982	23,816,982	6,390,724	26.83%	(2)
Principals & Vice-Principals	16,833,281	16,833,281	5,099,694	30.30%	
Department Heads	610,316	610,316	200,314	32.82%	
School Office	9,145,482	9,145,482	2,348,779	25.68%	
Continuing Education	2,616,791	2,616,791	486,611	18.60%	
	<u>55,969,606</u>	<u>55,969,606</u>	<u>15,223,324</u>	<u>27.20%</u>	
BOARD ADMINISTRATION & GOVERNANCE					
Trustees	125,906	125,906	19,236	15.28%	
Directors & Supervisory Officers	1,453,154	1,453,154	329,281	22.66%	
Board Administration	9,916,702	9,916,702	2,844,951	28.69%	
	<u>11,495,762</u>	<u>11,495,762</u>	<u>3,193,468</u>	<u>27.78%</u>	
TRANSPORTATION					
Pupil Transportation	10,610,669	10,610,669	2,628,753	24.77%	
PUPIL ACCOMMODATION					
Operations & Maintenance	36,885,602	36,885,602	8,662,784	23.49%	
School Renewal	7,458,410	7,458,410	2,656,557	35.62%	
New Pupil Places	-	-	-	-	
Other Capital and Approved Debt	9,284,796	9,284,796	1,026,402	11.05%	
	<u>53,628,808</u>	<u>53,628,808</u>	<u>12,345,743</u>	<u>23.02%</u>	
Total Expenditures	\$ <u>358,849,621</u>	<u>360,242,086</u>	<u>92,359,483</u>	<u>25.64%</u>	
Revenues					
Student Focused Funding - Legislative Grants	\$ 357,719,283	359,111,748	104,769,424	29.17%	(2)
Miscellaneous Revenue	2,630,338	2,630,338	980,746	37.29%	
Prior Year's Deficit	(1,500,000)	(1,500,000)	(1,491,223)	99.41%	
Total Revenues	\$ <u>358,849,621</u>	<u>360,242,086</u>	<u>104,258,947</u>	<u>28.94%</u>	

The Hamilton-Wentworth District School Board

2000/2001 Financial Reporting

Notes to Financial Information

November 30, 2000

Note 1

The 2000/2001 Budget was approved on June 20, 2000. Subsequent to this date, the Board approved the following motion:

October 19, 2000 Board:

That the non-allocated portion of the additional 2000/2001 ISA 2+3 funding be utilized to reinstate the 2000/2001 budget adjustment approved on June 20, 2000 relative to an increase in the number of Special Education Educational Assistants and the remaining differential be allocated to increase the Education Assistant Temporary Assistance budget.

This motion results in an increase in the following expenditure categories:

Educational Assistants (including temporary assistance)	942,465
Occasional Teachers	250,000
Classroom Supplies and Textbooks	150,000
Staff Development	50,000
	<u>\$ 1,392,465</u>

Note 2

Actual expenditures to November 30, 2000 reflect savings as a result of the elementary strike/lockout which occurred from October 30, 2000 to November 21, 2000. Regulation 486/98 provides the legislative authority for the calculations surrounding the savings and expenses incurred by school boards in the event of a strike or lock-out of employees. An application for approval of strike related expenses will be submitted to the Ministry of Education.

19

The Hamilton-Wentworth District School Board

TO: Merv Matier,
Director of Education and Secretary

FROM: Don Grant,
Superintendent of Business and Treasurer

Lucy Veerman,
Manager of Budget

DATE: January 18, 2001

RE: 2000/2001 Average Class Size Report

Approved for distribution
by the Director.

Signature:

Date:

M. Matier

Jan 12/01

Recommended Action:

Moved By:

That the 2000/2001 report on average class size be received for information

Rationale:

Since the 1998-1999 school year, school boards have been required to ensure that, on a board-wide basis, average class size does not exceed 25 students in elementary school classes and 22 students in secondary school classes.

With the amendments to the Education Act in June 2000, the government has further limited average class sizes. School boards are now required to ensure that the elementary average class size does not exceed 24.5 board-wide; 24.0 in the primary school classes; and 21.0 board-wide in secondary classes. Boards still have the flexibility to implement the legislated limits in a way that best suits the needs of the students.

Ontario Regulation 399/00, Class Size, sets the procedures for how boards are to calculate and report the average class sizes for the board. It also gives boards direction on how and when to report to the Minister of Education, to parents and to the public on their success in limiting class size.

Elementary Schools

One elementary report is required annually on December 15, with a count date of October 31. The regulation now provides for a separate calculation of average class size for the primary division of elementary schools, JK-3, and for the reporting of these figures, as well as reporting the board-wide elementary class sizes for JK-8.

The average size of the board's elementary school classes in the primary division, in the aggregate, as determined under Section 2 of Regulation 399/00 is **22.34**. The average size of

the board's elementary school classes, in the aggregate, as determined under Section 2 of Regulation 399/00 is **24.27**. Special education classes are excluded from the determination of average class size. A copy of the report filed with the Ministry is included in Appendix A. In addition, average class size information by grade, is included in Appendix B.

Secondary Schools

Secondary schools have a count date of October 31 in which the board-wide class size averages are calculated. Boards with semestered secondary schools provide a projected board-wide average class size for the year by combining the actual data from the first semester with projected data for the second semester. This results in an estimated board-wide average class size. Semestered secondary schools for the board have a second count date of March 31 in which the board-wide average class sizes are calculated from the actual data for both the first and second semester.

Two secondary school reports are required annually, one on December 15 and one on May 15. The December 15 report is an interim report based on the data available on the October 31 count date. The May 15 report is a final report based on data from the October 31 count date and the March 31 count date. The average size of the board's secondary school classes, in the aggregate, as determined under Section 3 of Regulation 399/00 is **20.33**. A copy of the report filed with the Ministry is included in Appendix C.

Reporting

Boards are required to ensure that the December 15 reports for elementary average class sizes and secondary average class sizes and the May 15 report for secondary average class sizes are

- Submitted to the Chair of the board;
- Made available to the public at the head office of the board and at the office of each school of the board; and
- Submitted to the Chair of the school council for each school.

**Form CS-E2: Class Size Reporting
Elementary Schools: Summary Report**

In accordance with the requirements of Regulation 399/00 for calculating board-wide averages for class size, the following report is provided to the Minister.

REPORTING DATE: December 15
Actual enrolment as of October 31

Primary (JK - 3)

15,739.50

Total number of pupils enrolled in classes in the primary division in elementary schools in the board

704.70

Total number of classes in the primary division in elementary schools in the board

22.34

Average size of the board's elementary school classes in the primary division, in the aggregate, as determined under Section 2 of Regulation 399/00

**Elementary (JK - 8)
Includes Primary**

35,905.50

Total number of pupils enrolled in all elementary school classes in the board

1,479.50

Total number of classes in all elementary schools in the board

24.27

Average size of the board's elementary school classes, in the aggregate, as determined under Section 2 of Regulation 399/00

Board Name	Board Number
Hamilton-Wentworth DSB	B66141
Contact Name	Telephone Number
Lucy Veerman, Manager of Budget	(905) 527-5092 ext 2213

Director of Education/Secretary of the Board is required to certify, by checking the box, that the information submitted to the ministry has been reported in accordance with the Act and the Regulation.



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Appendix A

Form CS-E1: Class Size Reporting:
Elementary: School by School

FINAL: December 15

Actual enrolment as of October 31

School Identification Number	School Name	Primary (JK - 3)				Total Elementary (JK - 8) Includes Primary				Classes for Exceptional Students for all Elementary			
		Enrolment	No. of Classes	Average Class Size	Enrolment	No. of Classes	Average Class Size	Enrolment	No. of Classes	Average Class Size	Enrolment	No. of Classes	No. of Classes
Totals		15,739.50	704.70	22.34	35,905.50	1,479.50	24.27	1,172.10		118.00			
728	A M Cunningham Junior Public School (Hamilton)	193.00	9.08	21.26	282.00	12.50	22.56	4.00		1.00			
2674	Adelaide Hoodless Public School (Hamilton)	201.50	9.00	22.39	478.50	20.00	23.93	23.00		2.00			
13218	Allenby Junior Public School (Hamilton)	61.50	3.00	20.50	90.50	4.00	22.63						
18961	Ancaster Senior Public School (Ancaster)				485.00	18.00	26.94	11.00		1.00			
640360	Arrell Youth Centre (Hamilton)												
50415	Baladava Public School (Carlisle)	194.50	9.00	21.61	490.50	20.00	24.53						
41548	Bellmoore/Parkwood Public School (Binbrook)	156.00	7.12	21.91	399.00	16.50	24.18						
43621	Bennetto Senior Public School (Hamilton)				244.00	10.00	24.40	12.00		1.00			
642088	Bernhardt House (Hamilton)												
47961	Beverly Central/Lynden Public School (Lynden)	127.50	5.95	21.43	198.50	8.50	23.35	15.00		2.00			
41980	Billy Green Elementary School (Stoney Creek)	116.50	5.36	21.74	310.50	13.00	23.88	12.00		1.00			
68845	Buchanan Park Public School (Hamilton)	165.00	7.00	23.57	253.00	10.50	24.10						
70408	Burkholder Middle School (Hamilton)				370.00	14.00	26.43						
73130	C H Bray Public School (Ancaster)	145.50	6.50	22.38	282.50	11.50	24.57						
84050	Cardinal Heights Senior Public School (Hamilton)				547.00	20.00	27.35	12.00		1.00			
89257	Cedl B Stirling Public School (Hamilton)	184.00	8.00	23.00	442.00	18.00	24.56	12.00		1.00			
90131	Centennial Junior Public School (Hamilton)	289.00	13.00	22.23	438.00	19.00	23.05	16.00		2.00			
91723	Central Junior Public School (Hamilton)	109.00	4.50	24.22	161.00	6.50	24.77						
93670	Central Park School (Dundas)	191.50	9.00	21.28	330.50	14.00	23.61						
105503	Chedoke Public School (Hamilton)				453.00	17.00	26.65	23.00		2.00			
117986	Collegiate Avenue 3A Public School (Stoney Creek)	118.00	5.00	23.60	265.00	10.00	26.50	15.00		2.00			
640387	Cornerstone Youth Services (Hamilton)												
132020	Dalewood Senior Public School (Hamilton)				344.00	13.00	26.46	57.00		3.00			

Form CS-E1: Class Size Reporting:
Elementary: School by School

FINAL: December 15

Actual enrollment as of October 31

School Identification Number	School Name	Primary (JK - 3)			Total Elementary (JK - 8)			Classes for Exceptional Students for all Elementary		
		Enrollment	No. of Classes	Average Class Size	Enrollment	No. of Classes	Average Class Size	Enrollment	No. of Classes	Average Class Size
Totals		15,739.50	704.70	22.34	35,905.50	1,479.50	24.27	1,172.10		118.00
147419	Dr J Edgar Davey Junior Public School (Hamilton)	251.50	11.00	22.86	346.50	14.00	24.75	12.00		1.00
147427	Dr John Seaton/Sheffield Unit Senior Public School (Sheffield)	86.50	4.00	21.63	362.50	14.00	25.89			
153087	Dundas Central School (Dundas)	106.50	4.64	22.95	170.50	7.00	24.36	16.00		2.00
152897	Dundas District Public School (Dundas)				569.00	21.00	27.10	34.00		3.00
158151	Earl Kitchener Junior Public School (Hamilton)	214.00	9.72	22.02	325.00	14.00	23.21			
163481	Eastdale Public School (Stoney Creek)	98.50	4.45	22.13	246.50	10.00	24.65			
163872	Eastmount Park Junior Public School (Hamilton)	152.50	6.50	23.46	226.50	9.50	23.84	11.00		1.00
179507	Elementary Alter-Ed Program (Hamilton)				27.00	3.00	9.00			
191175	Fairfield Junior Public School (Hamilton)	118.00	5.00	23.60	187.00	8.00	23.38	6.00		1.00
195855	Fernwood Park Junior Elementary School (Hamilton)	142.50	6.50	21.92	222.50	9.50	23.42			
196240	Fessenden School (Ancaster)	138.50	5.52	25.09	284.50	11.00	25.86	12.00		1.00
198668	Flamborough Centre Public School (Hamilton)	80.50	4.00	20.13	368.50	15.00	24.57			
203912	Franklin Junior Public School (Hamilton)	226.50	10.50	21.57	336.50	14.50	23.21	16.00		2.00
212490	George L Armstrong Public School (Hamilton)	183.50	8.00	22.94	627.50	25.00	25.10	3.00		1.00
213012	George R Allan Junior Public School (Hamilton)	224.00	10.77	20.80	348.00	15.00	23.20			
214965	Gibson Public School (Hamilton)	146.50	7.00	20.93	214.50	10.00	21.45			
217050	Glen Brae Middle School (Hamilton)				306.00	12.00	25.50	12.00		1.00
217301	Glen Echo Junior Public School (Hamilton)	157.50	6.76	23.30	253.50	10.50	24.14	5.00		1.00
673013	Glenwood School for the Trainable Retarded (Hamilton)							57.30		8.00
222135	Gordon Price Elementary School (Hamilton)	198.00	8.40	23.57	290.00	12.00	24.17	11.00		2.00
642096	Grace Haven Elementary School (Hamilton)									
227447	Grange Public School/Maple Lane (Ancaster)	218.00	10.00	21.80	404.00	17.00	23.76	11.00		1.00
229130	Green Acres/ RL Hyslop School (Stoney Creek)	275.50	12.00	22.96	582.50	24.00	24.27	33.00		3.00

Form CS-E1: Class Size Reporting:
Elementary: School by School

FINAL: December 15

Actual enrolment as of October 31

School Identification Number	School Name	Primary (JK - 3)				Total Elementary (JK - 8) Includes Primary				Classes for Exceptional Students for all Elementary			
		Enrolment	No. of Classes	Average Class Size		Enrolment	No. of Classes	Average Class Size		Enrolment	No. of Classes	Average Class Size	
Totals		15,739.50	704.70	22.34		35,905.50	1,479.50	24.27		1,172.10		118.00	
233552	Guy B Brown Public School (Waterdown)	199.50	9.00	22.17		308.50	13.00	23.73					
644099	Hamilton-Wentworth Detention Centre Young Offenders Unit (Hamilton)												
242659	Hampton Heights Middle School (Hamilton)					350.00	13.00	26.92		33.00		3.00	
645931	Hatts Off Pgrm II Specialized Services Elementary School (Dundas)												
252557	Helen Detweiler Junior Elementary School (Hamilton)	326.50	14.50	22.52		484.50	20.50	23.63		10.00		1.00	
254096	Hess Street Junior Public School (Hamilton)	209.50	9.50	22.05		352.50	15.50	22.74					
256048	Highview Public School (Hamilton)					355.00	14.00	25.36		46.00		5.00	
916722	Hill Park Secondary School (Hamilton)												
256692	Hillcrest Middle School (Hamilton)					345.00	13.00	26.54		44.00		4.00	
259136	Hillsdale School (Hamilton)	171.50	7.50	22.87		250.50	10.50	23.86					
261378	Holbrook Junior Public School (Hamilton)	120.50	5.07	23.77		183.50	7.50	24.47		33.00		2.00	
273201	Huntington Park Junior Public School (Hamilton)	255.00	10.50	24.29		375.00	15.50	24.19		8.00		1.00	
281492	James MacDonald Public School (Hamilton)	146.50	6.50	22.54		227.50	9.50	23.42					
281026	Janet Lee Public School (Stoney Creek)	204.50	9.00	22.72		514.50	21.00	24.50					
295566	King George Junior Public School (Hamilton)	115.50	5.24	22.04		197.50	8.50	23.24		11.00		1.00	
303755	Lake Avenue Public School (Stoney Creek)	318.00	14.50	21.93		745.00	29.50	25.25					
310123	Lawfield Public School (Hamilton)					341.00	13.00	26.23		12.00		1.00	
313173	Lincoln Alexander Public School (Hamilton)	173.00	7.46	23.19		262.00	11.00	23.82		16.00		2.00	
313378	Linden Park Junior Public School (Hamilton)	95.00	4.50	21.11		147.00	6.50	22.62		12.00		1.00	
314544	Lisgar Junior Public School (Hamilton)	125.00	5.21	23.99		209.00	8.50	24.59		17.00		2.00	
315192	Lloyd George Public School (Hamilton)	105.00	5.00	21.00		155.00	7.00	22.14		7.00		1.00	
640905	Lynwood Hall Child & Family Centre Outreach Program (Hamilton)												
345873	Mary Hopkins Public School (Waterdown)	251.50	11.62	21.64		374.50	17.00	22.03					

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**Form CS-E1: Class Size Reporting:
Elementary: School by School**

FINAL: December 15
Actual enrolment as of October 31

School Identification Number	School Name	Primary (JK - 3)			Total Elementary (JK - 8) Includes Primary			Classes for Exceptional Students for all Elementary		
		Enrolment	No. of Classes	Average Class Size	Enrolment	No. of Classes	Average Class Size	Enrolment	No. of Classes	Average Class Size
Totals		15,739.50	704.70	22.34	35,905.50	1,479.50	24.27	1,172.10		118.00
361739	Memorial 3B Public School (Stoney Creek)	94.00	5.00	18.80	234.00	10.00	23.40	12.00		1.00
360309	Memorial Public School (Hamilton)	236.50	11.00	21.50	589.50	24.00	24.56			
364983	Millgrove Public School (Millgrove)	165.00	7.50	22.00	238.00	10.50	22.67			
375900	Mount Albion 6 Public School (Stoney Creek)	166.00	7.50	22.13	403.00	16.50	24.42	24.00		2.00
376299	Mount Hope/Bellstone Public School (Mount Hope)	201.00	9.04	22.23	497.00	19.50	25.49			
376949	Mountain View Public School (Stoney Creek)	133.50	6.20	21.53	323.50	13.50	23.96			
378178	Mountview Junior Public School (Hamilton)	129.00	5.86	22.01	218.00	9.50	22.95			
646652	Northcrest Youth Centre (Dundas)									
412309	Nonwood Park Elementary School (Hamilton)	135.00	6.20	21.77	332.00	13.50	24.59			
434272	Parkdale Junior Public School (Hamilton)	167.00	8.00	20.88	248.00	11.00	22.55			
645460	Patterson House (Hamilton)									
437557	Pauline Johnson Public School (Hamilton)	224.50	9.50	23.63	346.50	14.50	23.90	10.00		1.00
437654	Peace Memorial Junior Public School (Hamilton)	156.50	6.83	22.91	277.50	10.00	22.75			
644463	Peninsula Youth Centre (Hamilton)									
448940	Pleasant Valley/Dundana Public School (Dundas)	267.50	12.00	22.29	497.50	21.00	23.69	12.00		1.00
454680	Prince of Wales Public School (Hamilton)	247.50	11.50	21.52	660.50	27.50	24.02			
455857	Prince Philip Junior Public School (Hamilton)	173.00	8.00	21.63	250.00	11.00	22.73			
464430	Queen Mary Public School (Hamilton)	227.50	10.50	21.67	598.50	25.50	23.47	38.00		5.00
465348	Queen Victoria Junior Public School (Hamilton)	152.50	6.35	24.02	218.50	9.00	24.28	6.00		1.00
465860	Queen's Rangers Public School (Copetown)	112.50	5.10	22.06	207.50	8.50	24.41	10.00		1.00
466387	Queensdale Junior Public School (Hamilton)	129.00	5.50	23.45	177.00	8.50	20.82	12.80		2.00
467324	R A Riddell Public School (Hamilton)	169.00	7.25	23.31	527.00	21.00	25.10	12.00		1.00
171123	Elizabeth Bagshaw (Hamilton) - last yr Red Hill/Bagshaw	139.00	6.00	23.17	528.00	21.50	24.56	12.00		1.00

Form CS-E1: Class Size Reporting:
Elementary: School by School

FINAL: December 15

Actual enrolment as of October 31

School Identification Number	School Name	Primary (JK - 3)			Total Elementary (JK - 8) Includes Primary			Classes for Exceptional Students for all Elementary		
		Enrolment	No. of Classes	Average Class Size	Enrolment	No. of Classes	Average Class Size	Enrolment	No. of Classes	No. of Classes
Totals		15,739.50	704.70	22.34	35,905.50	1,479.50	24.27	1,172.10		118.00
480738	Richard Beasley Junior Public School (Hamilton)	177.00	8.50	20.82	288.00	12.50	23.04	12.00		1.00
484199	Ridgemount Junior Public School (Hamilton)	152.50	7.10	21.48	218.50	9.50	23.00	12.00		1.00
487449	Robert Land Junior Public School (Hamilton)	127.00	6.00	21.17	181.00	8.00	22.63	20.00		2.00
490695	Rosedale Elementary School (Hamilton)	141.50	6.50	21.77	218.50	9.50	23.00			
493163	Rousseau Public School (Ancaster)	145.00	6.50	22.31	300.00	12.50	24.00			
493295	Roxborough Park Junior Public School (Hamilton)	191.50	9.00	21.28	286.50	13.00	22.04	10.00		1.00
494984	Ryckman's Corners Elementary School (Hamilton)	123.50	5.50	22.45	170.50	7.50	22.73			
495379	Ryerson Middle School (Hamilton)				439.00	17.00	25.82			
594695	Sanford Avenue School (Hamilton)	257.00	11.48	22.39	357.00	16.00	22.31	14.00		2.00
505536	Seneca Junior Public School (Hamilton)	106.50	5.00	21.30	158.50	7.00	22.64	13.00		2.00
510718	Sherwood Heights Junior Elementary School (Hamilton)	186.00	7.88	23.60	292.00	12.50	23.36			
515329	Sir Isaac Brock Junior Public School (Stoney Creek)	176.00	7.54	23.34	267.00	11.00	24.27	10.00		1.00
516244	Sir Wilfrid Laurier Public School (Hamilton)	333.00	14.50	22.97	531.00	22.50	23.60	20.00		2.00
942448	Sir Winston Churchill Secondary School (Hamilton)									
526983	Spencer Valley/Greensville Public School (Greensville)	142.50	6.50	21.92	476.50	19.50	24.44	21.00		2.00
537101	Stinson Street Junior Public School (Hamilton)	174.50	8.00	21.81	246.50	11.00	22.41			
539570	Strathcona Junior Public School (Hamilton)	79.00	3.00	26.33	120.00	5.00	24.00	22.00		2.00
548022	Tapleytown Public School (Stoney Creek)	157.50	7.50	21.00	379.50	15.50	24.48			
552445	Thornbrae Junior Public School (Hamilton)	175.50	7.50	23.40	287.50	11.50	25.00			
562840	Tweedsmuir Senior Public School (Hamilton)				342.00	13.00	26.31	34.00		3.00
570559	Vern Ames Junior Public School (Hamilton)	180.50	8.00	22.56	283.50	12.00	23.63			
578703	Viscount Montgomery Public School (Hamilton)	136.00	5.50	24.73	400.00	15.50	25.81	33.00		3.00
579610	W H Ballard Public School (Hamilton)	225.00	8.98	25.06	642.00	24.50	26.20	12.00		1.00

Form CS-E1: Class Size Reporting:
Elementary: School by School

FINAL: December 15

Actual enrolment as of October 31

School Identification Number	School Name	Primary (JK - 3)			Total Elementary (JK - 8) Includes Primary			Classes for Exceptional Students for all Elementary		
		Enrolment	No. of Classes	Average Class Size	Enrolment	No. of Classes	Average Class Size	Enrolment	No. of Classes	No. of Classes
Totals		15,739.50	704.70	22.34	35,905.50	1,479.50	24.27	1,172.10		118.00
646660	WCBE/Big Sister Transition Program (Hamilton)									
951820	Westdale Secondary School (Hamilton)									
602957	Westview Senior Public School (Hamilton)									
603538	Westwood Junior Public School (Hamilton)	214.00	9.00	23.78	358.00	13.00	27.54	52.00		3.00
615498	Winona Public School (Winona)	168.50	7.50	22.47	320.00	13.00	24.62	9.00		2.00
640395	Woodview Children's Centre (Hamilton)				389.50	15.50	25.13			
645451	Woodview Day & Transition Treatment (Hamilton)									
620300	Woodward Junior Public School (Hamilton)	147.50	6.50	22.69	220.50	9.50	23.21	6.00		1.00
624721	Yorkview School (Dundas)	151.50	7.02	21.58	244.50	10.50	23.29	12.00		1.00
	Allan A Greenleaf (Waterdown) Opened Sept 1/00	158.00	8.00	19.75	431.00	20.00	21.55	11.00		1.00

The Hamilton-Wentworth District School Board
Summary of Average Class Size By Grade and School
At October 31, 2000

SCHOOL	JK	SK	GRD 1	GRD 2	GRD 3	GRD 4	GRD 5	GRD 6	GRD 7	GRD 8	Sp Ed	TOTAL	Total Ex Sp Ed	JK - 3
Allan A Greenleaf	FTE	18	24	37	40	28	32	79	69	65	11	442	431.00	158.0
		10.0	10.0	10.0	10.0	10.0	10.0	10.0	10.0	10.0	1.0	21.00	20.00	1.0
A M Cunningham	FTE	18.5	29.5	54	43	45	44				4	286	282.00	193.0
		10.0	10.0	10.0	10.0	10.0	10.0				1.0	13.00	12.00	1.0
ACES	FTE								4	23	27		27.00	0.0
									1.0	1.0	3.00		3.00	0.00
Adelaide Hoodless	FTE	19.5	22	59	45	52	48	60	48	69	23	501.5	478.50	201.5
		10.0	10.0	10.0	10.0	10.0	10.0	10.0	10.0	10.0	1.0	22.00	20.00	1.0
Allenby	FTE	9	10.5	17	14	19	10					90.5	90.50	61.5
		10.0	10.0	10.0	10.0	10.0	10.0					4.00	4.00	3.00
Ancaster Senior	FTE								242	243	11	496	485.00	
									1.0	1.00	1.00	19.00	18.00	0.00
Balaclava	FTE	20.5	20	53	38	63	56	61	49	59		490.5	490.50	194.5
		10.0	10.0	10.0	10.0	10.0	10.0	10.0	10.0	10.0		20.00	20.00	10.00
Bellmoore	FTE	7.5	8	16	24	26	26	34	46	45		261.5	261.50	84.5
		10.0	10.0	10.0	10.0	10.0	10.0	10.0	10.0	10.0		11.00	11.00	4.00
Bell-Stone	FTE	9.5	7	22	18	26	24	20	24			150.5	150.50	82.5
		10.0	10.0	10.0	10.0	10.0	10.0	10.0	10.0			5.00	5.00	3.00

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Appendix B

The Hamilton-Wentworth District School Board
Summary of Average Class Size By Grade and School
At October 31, 2000

[illegible]

The Hamilton-Wentworth District School Board
Summary of Average Class Size By Grade and School
At October 31, 2000

SCHOOL	JK	SK	GRD 1	GRD 2	GRD 3	GRD 4	GRD 5	GRD 6	GRD 7	GRD 8	Sp Ed	TOTAL	Total Ex Sp Ed	JK - 3
Central	FTE	15.5	16.5	24	27	26	22	30				161	161.00	109.0
												67.0	50	4.50
												24.7	1.77	24.22
Central Park	FTE	17.5	22	41	58	53	80	59				330.5	330.50	191.5
												140.0	14.00	9.00
												23.61	23.61	21.0
Central Public (Dundas)	FTE	11.5	14	28	23	30	20	17	27		16	186.5	170.50	106.5
											2.00	9.00	7.00	4.64
											9.00	9.00	24.36	22.06
Chedoke	FTE								151	149	153	23	453.00	
									6.00	6.00	2.00	19.00	17.00	0.00
									6.00	6.00	11.00	26.00	26.00	0.00
Collegiate Avenue	FTE	11	13	30	31	33	28	26	25	33	15	280	265.00	118.0
		0.50	0.50	1.00	1.00	1.00	1.00	1.00	1.00	1.00	2.00	12.00	10.00	5.00
		22.00	9.50								7.50	23.33	26.50	24.00
Dalewood	FTE								127	103	114	57	344.00	0.0
									1.00	1.00	3.00	16.00	1.00	0.00
											10.00	26.00	10.00	0.00
Dr. J. E. Davey	FTE	33	37.5	69	59	53	54	41			12	358.5	346.50	251.5
		1.00	1.00	1.00	1.00	1.00	1.00	1.00			1.00	15.00	14.00	11.00
		24.00	1.00	1.00	1.00	1.00	1.00	1.00			12.00	23.00	24.70	
Dr. J. Seaton	FTE								57	96	74	301	301.00	25.0
									1.00	1.00	1.00	11.00	11.00	1.00
												2.36	2.36	26.00
Dundana	FTE	18	16	45	33	45	43	51	52		12	315	303.00	157.0
		0.77	0.77	1.00	1.00	1.00	1.00	1.00	1.00		1.00	13.50	11.70	6.70
		2.00	0.00	1.00	1.00	1.00	1.00	1.00	1.00		1.00	6.33	6.33	1.00

The Hamilton-Wentworth District School Board
Summary of Average Class Size By Grade and School
At October 31, 2000

SCHOOL	JK	SK	GRD 1	GRD 2	GRD 3	GRD 4	GRD 5	GRD 6	GRD 7	GRD 8	Sp Ed	TOTAL	Total Ex Sp Ed	JK - 3
Dundas District	FTE													
	17.5	24.5	57	64	51	55	56		119	217	233	34	569.00	0.0
Earl Kitchener	FTE													
	17.5	24.5	57	64	51	55	56						325.00	214.0
Eastdale	FTE													
	10.5	12	23	20	33	35	30	31	27	25			246.50	98.5
Eastmount Park	FTE													
	18.5	16	42	36	40	30	44				11	237.5	226.50	152.5
Elizabeth Bagshaw	FTE													
	12.5	16.5	44	33	33	30	35	118	94	112	12	540	528.00	139.0
Fairfield	FTE													
	11	14	29	37	27	40	29				6	193	187.00	118.0
Fernwood Park	FTE													
	15.5	16	40	36	35	35	45					222.5	222.50	142.5
Fessenden	FTE													
	8.5	14	39	39	38	37	56	53			12	296.5	284.50	138.5
Flamborough Centre	FTE													
	10.5	9	21	19	21	23	14	97	62	92		368.5	368.50	80.5

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The Hamilton-Wentworth District School Board
Summary of Average Class Size By Grade and School
At October 31, 2000

SCHOOL	JK	SK	GRD 1	GRD 2	GRD 3	GRD 4	GRD 5	GRD 6	GRD 7	GRD 8	Sp Ed	TOTAL	Total Ex Sp Ed	JK - 3
Franklin Road	FTE 33 1.00	22.5 1.00	58 1.00	57 1.00	56 1.00	49 1.00	61 1.00				16 1.00	352.5 16.00	336.50 14.00	226.5 10.50
George L. Armstrong	FTE 18 1.00	22.5 1.00	52 1.00	38 1.00	53 1.00	46 1.00	37 1.00	128 1.00	106 1.00	127 1.00	3 1.00	630.5 26.00	627.50 25.00	183.5 8.00
George R. Allan	FTE 26 1.00	29 1.00	54 1.00	60 1.00	55 1.00	60 1.00	64 1.00					348 16.00	348.00 15.00	224.0 10.77
Gibson	FTE 16 1.00	21.5 1.00	37 1.00	39 1.00	33 1.00	37 1.00	31 1.00					214.5 10.00	214.50 10.00	146.5 7.00
Glen Brae	FTE # of Classes 10.5 1.00	19 1.00	45 1.00	41 1.00	42 1.00	46 1.00	50 1.00	102 1.00	103 1.00	101 1.00	12 1.00	318 13.00	306.00 12.00	0.0 0.00
Glen Echo	FTE # of Classes 10.5 1.00	19 1.00	45 1.00	41 1.00	42 1.00	46 1.00	50 1.00				5 1.00	258.5 11.00	253.50 11.00	157.5 7.00
Glenwood	FTE # of Classes 57.3 8.00										57.3 8.00	57.3 8.00	0.0 0.00	0.0 0.00
Gordon Price	FTE # of Classes 23 1.00	24 1.00	45 1.00	48 1.00	58 1.00	41 1.00	51 1.00				11 2.00	301 14.00	290.00 11.00	198.0 8.40
Grange	FTE # of Classes 62 1.00										11 1.00	259 11.00	248.00 10.00	62.0 3.00

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The Hamilton-Wentworth District School Board
Summary of Average Class Size By Grade and School
At October 31, 2000

SCHOOL	JK	SK	GRD 1	GRD 2	GRD 3	GRD 4	GRD 5	GRD 6	GRD 7	GRD 8	SpEd	TOTAL	Total Ex Sp Ed	JK - 3
Green Acres	13.5	16.5	31	27	26	29	42	31	56	56	33	341	308.00	114.0
	FTE													
Greensville	15.5	15	36	32	44	42	29					213.5	213.50	142.5
	FTE													
Guy B Brown	20.5	23	53	45	58	51	58					308.5	308.50	199.5
	FTE													
Hampton Heights								116	104	130	33	383	350.00	0.0
	FTE													
Helen Detwiler	34.5	35	83	92	82	79	79				10	494.5	484.50	326.5
	# of Classes													
	Avg Class Size													
Hess Street	24.5	31	58	44	52	50	50	43				352.5	352.50	209.5
	# of Classes													
	Avg Class Size													
Highview								132	124	99	46	401	355.00	0.0
	FTE													
	# of Classes													
	Avg Class Size													
Hillcrest								130	104	111	44	389	345.00	0.0
	FTE													
	# of Classes													
	Avg Class Size													
Hillsdale	16	17.5	42	50	46	44	35					250.5	250.50	171.5
	FTE													
	# of Classes													
	Avg Class Size													

The Hamilton-Wentworth District School Board
Summary of Average Class Size By Grade and School
At October 31, 2000

SCHOOL	JK	SK	GRD 1	GRD 2	GRD 3	GRD 4	GRD 5	GRD 6	GRD 7	GRD 8	SpEd	TOTAL	Total Ex Sp Ed	JK - 3
Holbrook	FTE	15.5	16	33	20	36	31	32			33	216.5	183.50	120.5
												9.50		
Huntington Park	FTE	27.5	32.5	58	74	63	54	66			8	383	375.00	255.0
											1.00	16.50		10.50
														24.00
James MacDonald	FTE	11.5	20	38	37	40	36	40				222.5	222.50	146.5
												9.50		6.50
														1.1
Janet Lee	FTE	19.5	25	58	56	46	68	61	60	66	55	514.5	514.50	204.5
												21.00		9.00
													24.50	22.75
King George	FTE	13	12.5	34	26	30	33	27	22		11	208.5	197.50	115.5
											1.00	9.50		5.24
														22.01
Lake Avenue	FTE	31.5	42.5	77	84	83	82	94	87	78	86	745	745.00	318.0
												8.50		11.50
														1.13
Lawfield	FTE								117	110	114	353	341.00	0.0
											1.00	14.00		0.00
														0.00
Lincoln Alexander	FTE	15.5	27.5	44	49	37	47	42			16	278	262.00	173.0
											2.00	13.00		2.40
														2.10
Linden Park	FTE	13.5	14.5	23	17	27	29	23			12	159	147.00	95.0
											1.00	7.50		1.70
														1.15

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The Hamilton-Wentworth District School Board
Summary of Average Class Size By Grade and School
At October 31, 2000

SCHOOL	JK	SK	GRD 1	GRD 2	GRD 3	GRD 4	GRD 5	GRD 6	GRD 7	GRD 8	Sp Ed	TOTAL	Total Ex Sp Ed	JK - 3
Prince of Wales	16.5 1.10	30 1.1	82	62	57	53	59	92	105	104		660.5 27.50	660.50 10.2	247.5 11.4
	16.85	31.1										240.5	10.2	21.9
Prince Philip	20.5 1.00	23.5 1.00	44	38	47	40	37					250 11.00	250.00 11.00	173.0 8.00
	10.5	30										22.73	11.63	21.63
Queen Mary	25 1.25	27.5 1.1	63	66	46	59	51	91	81	89	38	636.5 30.50	598.50 29.50	227.5 10.50
	12.5	27.5										30.8	23.45	31.67
Queen Victoria	15.5 0.73	27 1.00	41	39	30	37	29				6	224.5 10.00	218.50 9.00	152.5 6.85
	11.3	21.00										22.45	1.28	24.0
Queen's Rangers	16.5 1.00	10 0.70	23	24	39	34	33	28			10	217.5 9.50	207.50 8.50	112.5 5.10
	16.70	20.00										22.89	24.41	22.00
Queensdale	13 0.73	17 0.70	33	32	34	24	24				12.8	189.8 10.50	177.00 8.70	129.0 5.50
	12.60	22.00										18.08	20.84	23.4
R A Riddell	17.5 0.88	22.5 1.12	49	36	44	43	45	80	104	86	12	539 22.00	527.00 21.00	169.0 7.25
	16.80	20.00										24.50	5.10	23.31
R L Hyslop	11 0.50	24.5 1.00	45	39	42	31	46	36				274.5 11.50	274.50 11.50	161.5 6.50
	20.00	24.50										23.87	33.87	34.85
Richard Beasley	11 0.70	16 1.00	57	45	48	62	49				12	300 13.50	288.00 12.50	177.0 8.50
	11.0	16.00										13.04	3.04	20.80

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The Hamilton-Wentworth District School Board
Summary of Average Class Size By Grade and School
At October 31, 2000

SCHOOL	JK	SK	GRD 1	GRD 2	GRD 3	GRD 4	GRD 5	GRD 6	GRD 7	GRD 8	Sp Ed	TOTAL	Total Ex Sp Ed	JK - 3
Ridgemount	FTE 14.5 600	13 600	38	46	41	38	28				12 100	230.5 1050	218.50 900	152.5 710
											1000	2100	300	110
Robert Land	FTE 10.5 400	11.5 400	41	23	41	26	28				20 200	201 1000	181.00 900	127.0 600
											1000	1000	300	100
Rosedale	FTE 18 600	14.5 600	37	37	35	41	36					218.5 950	218.50 900	141.5 600
												2300	300	100
Rousseau	FTE 15 600	13 600	44	35	38	49	50	56				300 1250	300.00 1200	145.0 650
												2400	2400	200
Roxborough Park	FTE 22 1000	20.5 1000	56	47	46	53	42				10 100	296.5 1400	286.50 1300	191.5 900
											1000	1400	300	700
Ryckman's Corners	FTE 19 600	11.5 600	32	36	25	20	27					170.5	170.50	123.5
Ryerson	FTE 0 600								118	169	152	439 1000	439.00 1000	0.0 000
													300	300
Sanford Avenue	FTE 28 1000	37 1000	61	74	57	57	43				14 200	371 1800	357.00 1000	257.0 1100
											700	2061	300	800
Seneca	FTE 11.5 600	10 600	27	27	31	27	25				13 200	171.5 900	158.50 900	106.5 600
												900	300	100

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The Hamilton-Wentworth District School Board
Summary of Average Class Size By Grade and School
At October 31, 2000

SCHOOL	JK	SK	GRD 1	GRD 2	GRD 3	GRD 4	GRD 5	GRD 6	GRD 7	GRD 8	Sp Ed	TOTAL	Total Ex Sp Ed	JK - 3
Sheffield	FTE	6.5	14	18	23							61.5	61.50	61.5
Sherwood Heights	FTE	12	25	53	43	51	55					292	292.00	186.0
												12.50		
Sir Isaac Brock	FTE	20.5	22.5	49	44	40	50	41			10	277	267.00	176.0
												12.00		
Sir Wilfrid Laurier	FTE	34	44	84	82	89	104	94			20	551	531.00	333.0
												24.50		
Spencer Valley	FTE								98	82	83	21	284	0.0
									100	300	300	200	1200	0.00
Stinson	FTE	20.5	21	45	41	47	42	30				246.5	246.50	174.5
												11.00		
Strathcona	FTE	7.5	15.5	18	21	17	15	11	15		22	142	120.00	79.0
												7.00		
Tapleystown	FTE	8.5	16	37	45	51	46	41	46	41	48	379.5	379.50	157.5
												15.00		
Thornbrae	FTE	15	19.5	46	40	55	46	66				287.5	287.50	175.5
												11.50		
Tweedsmuir	FTE								132	115	95	34	342.00	0.0
									132	115	95	34	342.00	0.0

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The Hamilton-Wentworth District School Board
Summary of Average Class Size By Grade and School
At October 31, 2000

SCHOOL	JK	SK	GRD 1	GRD 2	GRD 3	GRD 4	GRD 5	GRD 6	GRD 7	GRD 8	Sp Ed	TOTAL	Total Ex Sp Ed	JK - 3
Vern Ames	18.5	23	43	42	54	60	43					283.5	283.50	180.5
	100	100	100	100	100	100	100					1,000	1,000	800
	100	100	100	100	100	100	100					23.63	23.63	18.05
Viscount Montgomery	17	14	33	31	41	32	31	76	63	62	33	433	400.00	136.0
	100	100	100	100	100	100	100	100	100	100	100	1,000	1,000	800
	100	100	100	100	100	100	100	100	100	100	100	18.04	18.04	13.60
	100	100	100	100	100	100	100	100	100	100	100	23.41	23.41	18.04
W.H. Ballard	19	30	57	58	61	40	56	109	106	106	12	654	642.00	225.0
	100	100	100	100	100	100	100	100	100	100	100	1,000	1,000	800
	100	100	100	100	100	100	100	100	100	100	100	25.50	25.50	19.63
	100	100	100	100	100	100	100	100	100	100	100	25.65	25.65	19.63
Westview								127	126	105	52	410	358.00	0.0
								100	100	100	100	1,000	1,000	0.00
								100	100	100	100	25.63	25.63	0.00
Westwood	20.5	26.5	68	47	52	51	55				9	329	320.00	214.0
	100	100	100	100	100	100	100				200	1,500	1,500	900
	20.50	26.50	68.00	47.00	52.00	51.00	55.00				4.50	21.93	21.93	16.38
Winona	14.5	20	49	39	46	38	46	50	50	37		389.5	389.50	168.5
	0.65	0.65	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00		15.50	15.50	6.70
	22.31	23.13	11.74	10.40	13.33	10.40	11.74	11.74	11.74	11.74		25.13	25.13	16.38
Woodward	16.5	13	43	36	39	34	39				6	226.5	220.50	147.5
	0.88	0.65	1.00	1.00	1.00	1.00	1.00				100	10.50	9.50	6.70
	18.86	10.67	11.74	10.40	13.33	10.40	11.74				6.00	21.58	23.22	16.38
Yorkview	16.5	18	39	34	44	38	55				12	256.5	244.50	151.5
	0.72	0.78	1.00	1.00	1.00	1.00	1.00				100	11.50	10.50	7.02
	22.63	20.66	10.40	10.40	13.33	10.40	11.74				12.00	22.30	22.30	16.38
Total FTE	1593.0	1911.5	4159.0	3924.0	4152.0	4066.0	4026.0	4194.0	3933.0	3947.0	1172.1	37077.6	35905.5	15739.5
Total # of Classes	79.3	90.1	188.2	174.1	172.9	162.1	154.5	160.5	147.4	150.4	118.0	1597.5	1479.5	704.67
Avg Class Size	20.08	21.21	22.10	22.54	24.01	25.00	26.28	26.14	26.68	26.25	9.93	23.21	24.27	22.34

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**Form CS-S2: Class Size Reporting
Secondary Schools: Summary Report**

INTERIM: December 15
Actual enrolment as of October 31
and projected enrolment as of March 31

In accordance with the requirements of Regulation 399/00 for calculating board-wide averages for class size, the following report is provided to the Minister.

Secondary

Total pupil credits (actual semester 1 + projected semester 2)
for all secondary schools

140,910.50

Total number of classroom credits (actual semester 1 + projected semester 2)
for all secondary schools

6,931.00

Average size of the board's secondary school classes, in the aggregate,
as determined under Section 3 of Regulation 399/00

20.33

Board Name	Board Number
Hamilton-Wentworth DSB	B66141
Contact Name	Telephone Number
Lucy Veerman, Manager of Budget	(905) 527-5092 ext 2213

Director of Education/Secretary of the Board is required to certify, by checking the box, that the information submitted to the ministry has been reported in accordance with the Act and the Regulation.



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Appendix C

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Form CS-S1: Class Size Reporting

INTERIM: December 15

Actual enrolment as of October 31
and projected enrolment as of March 31

Secondary: School by School

School Identification Number	School Name	Pupil Credits			Classroom Credits			Average Class Size	No. of Classes	Enrolment	
		Totals			14,910.5			6,931.00	20.33	17.00	180.00
		Pupil Credits			Classroom Credits			Average Class Size	Classes for Exceptional Students		
		Semester 1 (actual)	Semester 2 (projected)	Total	Semester 1 (actual)	Semester 2 (projected)	Total		Number of Classes	Enrolment	
891894	Ancaster High School (Ancaster)	5,438.00	5,152.00	10,590.00	242.50	242.50	485.00	21.84	1.00	10.00	
893455	Barton Secondary School (Hamilton)	4,537.00	4,152.00	8,689.00	200.00	200.00	400.00	21.72			
646954	Calvert House Secondary School (Hamilton)										
903850	Delta Secondary School (Hamilton)	3,528.00	3,323.00	6,851.00	165.00	165.00	330.00	20.76			
647870	George R Force (Hamilton)										
913081	Glendale Secondary School (Hamilton)	4,848.00	4,389.00	9,237.00	216.00	216.00	432.00	21.38			
646997	Hatts Off Prgm III Secondary School (Puslinch)										
647861	Hatts Off Secondary (Hamilton)										
916579	Highland Secondary School (Dundas)	3,485.00	3,109.00	6,594.00	156.00	156.00	312.00	21.13			
916722	Hill Park Secondary School (Hamilton)	4,384.50	4,386.50	8,771.00	216.00	216.00	432.00	20.30	1.00	15.00	
897957	Mountain Secondary School (Hamilton)	1,166.00	1,175.50	2,341.50	85.00	85.00	170.00	13.77			
646962	Newcombe House Secondary School (Hamilton)										
932507	Orchard Park Secondary School (Stoney Creek)	4,415.00	4,231.50	8,646.50	203.00	203.00	406.00	21.30			
933880	Parkside High School (Dundas)	3,143.00	3,091.00	6,234.00	147.00	147.00	294.00	21.20	1.00	12.00	
934011	Parkview Secondary School (Hamilton)	1,012.50	1,106.00	2,118.50	76.50	76.50	153.00	13.85			
939730	Saltfleet High School (Stoney Creek)	4,405.00	4,394.00	8,799.00	210.00	210.00	420.00	20.95			
940879	Scott Park Secondary School (Hamilton)	2,558.00	2,482.50	5,040.50	134.00	134.00	268.00	18.81	1.00	13.00	
941328	Sherwood Secondary School (Hamilton)	4,613.50	4,226.50	8,840.00	220.00	220.00	440.00	20.09	3.00	28.00	
941719	Sir Allan MacNab Secondary School (Hamilton)	3,550.50	3,470.50	7,021.00	169.00	169.00	338.00	20.77	3.00	27.00	
941883	Sir John A Macdonald Secondary School (Hamilton)	4,366.00	4,269.50	8,635.50	222.00	222.00	444.00	19.45			
942448	Sir Winston Churchill Secondary School (Hamilton)	3,332.00	3,143.00	6,475.00	186.00	186.00	372.00	17.41	4.00	40.00	
950653	Waterdown District High School (Waterdown)	4,340.00	4,189.50	8,529.50	212.00	212.00	424.00	20.12			
951820	Westdale Secondary School (Hamilton)	5,000.00	4,671.00	9,671.00	221.00	221.00	442.00	21.88	2.00	25.00	
952478	Westmount Secondary School (Hamilton)	3,903.50	3,923.00	7,826.50	184.50	184.50	369.00	21.21	1.00	10.00	

#20

Business Committee

The Hamilton-Wentworth District School Board

Memo

Approved for distribution
by the Director.

Signature: M. Matier

Date: Jan 12/01

To: Merv Matier, Director of Education and Secretary
From: Don Grant, Superintendent of Business and Treasurer
Lucy Veerman, Manager of Budget
Date: January 18, 2001
Re: Budget Policy Development - Process and Timelines

Recommended Action:

Moved by: _____

That the report on Budget Policy Development - Process and Timelines be received for information

Rationale:

In March 2000 the Board approved Budget Development Principles (see Appendix A attached) to guide the preparation of the Board's annual budget. These principles were road tested with the development of the 2000/2001 Budget.

At the time the Budget Development Principles were approved, the long-term plan was to establish a Budget Policy based on experience with the principles. Accordingly, Appendix B outlines a process that administration plans to implement in order to effect the development of a Budget Policy.

It should be noted that, since preparation of next years budget and development of the budget policy will occur simultaneously, the Budget Development Principles will once again guide the preparation of the 2001/2002 Budget.

DG GdeJ

The Hamilton-Wentworth District School Board

Budget Development Principles

- 1 **Revenue Allocation Framework:** The Ministry's revenue allocation framework will provide a useful reference for the allocation of Board resources on a major expenditure category basis. This framework will be followed, except as specifically approved by the Board.
- 2 **Change Process:** The budget development process is a change process that is engaged each time the Board meets. At every standing committee and Board meeting decisions are resolved that impact on the allocation of resources. As staff, trustees or stakeholders participate in this decision making process, they assist with the development of future years budgets. Accordingly, the June budget document is not formative, but summative in nature. The June budget document simply captures decisions already made concerning the allocation of resources and expresses them in a statistical format. Accordingly, it is recognized that:
 - trustees and administration must be fully aware of the implications associated with recommended actions as they are debated
 - the impetus for change is a two-way street
- 3 **Impact Summary:** Administration has access to the change process by the presentation of reports to the standing committees of the Board as reviewed and approved by Executive Council. In order to ensure trustees and administration are fully aware of the implications associated with recommended actions under debate an "Impact Summary" will be prepared as an appendix to every report presented to the standing committees of the Board with the exception of reports presented for information. Such "Impact Summary" will provide an executive summary of the relevant information to the decision-making process, in a consistent framework and increase accountability.
- 4 **Direction to Prepare Program Summary:** This provides a mechanism for direction to be given to administration for the preparation of information regarding a program and establishes a consistent framework for the presentation of such information. Standing committees of the Board will discuss the merits of receiving information pertaining to the program in question. The motion approved by the appropriate standing committee and the resolution approved by the Board will need to clearly identify the program to be reviewed. Upon receipt of the program summary the standing committee will likely: direct administration to provide additional information, move that the resources allocated to the program in question be altered or determine that no further action is required. It is recognized that the preparation of program summary information may result in significant workload pressures.
- 5 **Resource Allocation Summary:** The Board seeks to share information pertaining to the allocation of resources to demonstrate its accountability to the wider education community. To this end, each January a Resource Allocation Summary will be prepared and presented to the trustees for information purposes. The purpose of the Resource Allocation Summary will be to:
 - establish a baseline for preparation of the upcoming year's budget
 - identify revenues and spending as categorized by the Ministry of Education
 - communicate key areas where the Board has varied from the Ministry allocation framework in order to meet local needs
 - increase understanding of the key concepts of the funding model

Directly following presentation of the "Resource Allocation Summary" to the Board, administration will conduct information sessions in order to present the summary to the following groups:

- Special Education Advisory Committee
- system leaders and union representatives
- school council representatives
- wider education community

In addition, it is noted that stakeholders in the wider education community have opportunity to provide input to the budget development process to the extent that they have access to the Board and or administration.

6. **Special Education Advisory Committee (SEAC):** Ontario Regulation 464/97 provides, among other stipulations, that SEAC has direct access to the Board, be provided with the opportunity to participate in the board's annual budget process and be provided with the opportunity to review the financial statements of the board. When the information session is provided to SEAC regarding the Resource Allocation Summary the financial statements regarding the previous year will also be presented.
7. **Estimated Surplus(Deficit):** The Education Act (section 231) directs that the treasurer of the Board calculate a projection of any surplus or deficit arising in the year in progress and indicates that such estimated surplus or deficit be taken into account in order to ensure the Board has a balanced budget. The June budget document will include information pertaining to the estimated surplus(deficit).
8. **The June Budget Document** will:
 - a) reflect all programs and service levels (dollar amounts assigned to these programs and services will be based upon facts available) consistent with the previous years budget as reported in the Resource Allocation Summary unless:
 - altered by Board resolution
 - changes are recommended by Executive Council in order to achieve a balanced budget
 - b) base employee compensation budgets on salary/wage rates stipulated in collective agreements in place as of April 30th.
 - c) be vetted by Executive Council prior to presentation to the Board;
 - d) reflect all Board policy directions;
 - e) comply with all provincial legislation and regulations.
9. **Primary Comparator:** The primary comparator in the final budget document will be the previous years budget. The budget reflects the priorities of the Board in terms of staffing and activities anticipated for the upcoming year. Inclusion of the previous year's budget as the primary comparator will serve to highlight the changes in Board directions for the upcoming year. The June budget document simply captures in summative fashion decisions already made concerning the allocation of resources and expresses them in a statistical format. Since the budget development process is a change process, the presentation of the June Budget Document will concentrate on the identification and explanation of changes in the allocation of resources between these two years.
10. **Monitoring Budget:** Subsequent to Budget approval, the Board must be in a position to monitor, from a system perspective, the expenditure of monies in contrast to the approved budget. This will be accomplished by the following activities:
 - a) Monthly Staffing Summary
 - b) Monthly Financial Summary which will include comment on major budget trends
 - c) Surplus (Deficit) Estimate included in June Budget Document
 - d) Financial Statements

The Hamilton-Wentworth District School Board
Budget Policy Development - Process and Timelines

<u>Process</u>	<u>Timelines</u>
Preparation of Draft Budget Policy by administrative staff	January 2001
Review of Draft Budget Policy by Executive Council	February 6, 2001
Presentation, consultation and discussion of Draft Budget Policy at the Joint Advisory Committee	February 13, 2001
Amendments to Draft Budget Policy based on feedback and suggestions from Joint Advisory Committee	March 2001
Review of amended Budget Policy by Executive Council	March 27, 2001
Presentation of Budget policy to Business Committee	April 12, 2001
Presentation of Budget Policy to Joint Advisory Committee	May 8, 2001
Presentation of Budget Policy to Business Committee	May 10, 2001
Approval of Budget Policy by Board*	May 24, 2001

* This policy will form the basis for the preparation of the 2002/2003 Budget.

#21

Business Committee

The Hamilton-Wentworth District School Board

Memo

Approved for distribution
by the Director.

Signature: _____

Date: _____

To: Merv Matier, Director of Education and Secretary

From: Don Grant, Superintendent of Business and Treasurer

Date: January 18, 2001

Re: Catholic/Public Joint Transportation System

Recommended Action:

Moved by: _____

1. That the Board approve the establishment of a Governing Committee, comprised of four trustees, two from each Board, and the Director of Education (or designate) - one from each board to implement a joint transportation system for the Catholic and Public School Boards of the New City of Hamilton
2. That the Catholic and Public School Boards jointly make application to the Ministry of Education for an interest-free loan under the provisions of the recently announced Student Transportation Loan Program.
3. That the Governing Committee issue a Request for Proposal with respect to Transportation Management Software with a recommendation forthcoming to each Board.

Rationale:

Governing Committee

The Catholic School Board and former Public School Boards have benefitted from shared transportation arrangements in past. However, it has been recognized that the school boards need to pursue the concept of joint transportation on a more vigorous basis and implement structures and software that will encourage and support efficiencies in this service. Accordingly, representatives (Chairs, Directors, Superintendents of Business and Managers responsible for transportation) from the Catholic and Public School Boards have been meeting to discuss how best to initiate movement towards a joint transportation system for the Catholic and Public School Boards of the New City of Hamilton. In addition, the consulting firm of Coutts & Co. was engaged to facilitate this process.

Mandate

These discussions have resulted in consensus on the following key objectives:

- the Catholic and Public School Boards establish a Joint Transportation System Governing Committee. When

faced with important decisions, the Governing Committee will respond in a manner consistent with the basic principle of autonomy as this relates to service and policy levels, all maintained within the limits of each Board's ability 'to pay'.

- the Catholic/Public Joint Transportation System Governing Committee would:
 - work towards the establishment of an effective joint transportation system.
 - submit a joint loan application to the Ministry in accordance with the province's Student Transportation Loan Program.
 - issue a Request for Proposal with respect to Transportation Management Software with a recommendation forthcoming to each Board.

Structure/Composition

Membership of the Catholic/Public Joint Transportation System Governing Committee would be as follows:

Four trustees - two from each Board

The Director of Education or Designate-One from each Board

System Effectiveness

An effective transportation system is considered to have characteristics such as

- transportation service for students that is safe, secure and on time.
- meets requirements of the respective school board ie appropriate transportation services are available to support the educational programs of the school board
- operates within the financial resources allocated for transportation services

Student-focused Funding Model, Transportation Funding

This section clearly demonstrates that the Ministry's approach to transportation funding is focused on two strategic directions: the encouragement of co-operative approaches to effect cost-efficiencies and the use of technology as a key component in the calculation of future student transportation grants. For this reason, a recommendation for a joint transportation system for the Catholic/Public School Boards of the New City of Hamilton is proposed for trustee consideration.

The Ministry of Education introduced its new student-focused funding model effective September 1998. At that time, the Transportation grant was established as a 'block grant' (lump sum) to pay for transporting students to and from school. The block grant provided to each school board for 1998/1999 was based upon that school board's actual transportation spending in 1997. Many school boards in the province had introduced transportation cost effectiveness strategies such that transportation spending for these school boards had been significantly reduced in the years leading up to 1997. Consequently, the introduction of the new model has disadvantaged school boards who had been pro-active in the pursuit of strategies to reduce transportation spending. Boards continue to receive funding for transportation on this basis: funding only increases or decreases in relation to a board's overall enrolment fluctuation. For many Boards, the change in transportation funding subsequent to the 1998/99 base year has not kept pace with rising costs.

The Ministry of Education in its 2000/2001 media release regarding the transportation grant made the following statement, "The Ontario government is encouraging school boards to make their transportation services more efficient by developing co-operative approaches. It is also encouraging the use of computer technology, which provides geographically coded student data for transportation planning as another tool to generate savings." Accordingly, the Ministry has indicated that they are in the process of developing a transportation funding formula that uses technology as a key component in the calculation of future student transportation grants. In order to develop this formula the province has established a Transportation Review Committee. Attached is a copy of a presentation made by Ministry officials dated November 16, 2000 regarding the status of the transportation funding model (Appendix A).

On page 5 of the report, the Ministry indicates a pilot project is underway to test the recommendations of the Transportation Review Committee, which intends,

"to use the range of data captured by GIS based software tools to evaluate the vehicle requirement for student transportation in each district school board."

Furthermore, the report identified the proposed approach to a new funding model for transportation services to students. On page 6 the proposed approach is clearly identified as having the following basic requirements for full funding:

- one common digital map for all coterminous boards
- one common GIS software application to analyze student data: jointly measuring vehicle requirements and employing certain common standards of operation such as:
 - arrival/departure windows
 - walk distances
 - length of ride time
 - staggered school opening times

There was a clear suggestion from Ministry officials that coterminous boards would have to act jointly in order that they might fully benefit from the student-focused funding model transportation allocations in future years.

Student Transportation Loan Program

This section indicates the availability of the Ministry's Student Transportation Loan Program and notes that Ontario school boards will be required to acquire and implement eligible student transportation management software products to produce a need index for future funding eligibility.

In June 2000 the Ministry released a Request for Qualification to evaluate the capability of student transportation management software products to meet minimum requirements set out by the Ministry of Education. Accordingly, the Ministry announced in November 2000 that they have qualified three software vendors for recognition as Qualified Vendors under the Student Transportation Loan Program: namely Edulog, Micro Analytics (Bustops) and Trapeze Software Inc. Currently the Catholic School Board uses Edulog and the Public School Board uses Micro Analytics (Bustops).

School boards have been strongly encouraged to implement or upgrade their transportation management software. The Ministry has explicitly stated that it is anticipated that Ontario school boards will be required to acquire and implement eligible student transportation management software products to produce a need index for future funding eligibility.

The Ministry announced (see Appendix B, released October 24, 2000) that interest free loans would be made available to school boards who agreed to implement new transportation management technologies and work co-

operatively in achieving efficient and effective student transportation services. The Student Transportation Loan Program offers the option to boards of obtaining an interest free loan of up to 2% of their 1999/2000 transportation allocation. For the Catholic and Public School Boards together this represents a total potential loan of approximately \$300,000.

Applications for loan program allocations should be submitted by January 31, 2001. Boards that are unable to meet the January 31, 2001 deadline for completed applications are to indicate in writing their reasons for not being able to meet the deadline; the steps they have already taken to date; and a timeframe of when they will be submitting a complete application in order to be eligible to receive an extension for the loan. The Ministry will give preference to loan applications from school boards who are working, or are planning to work in a transportation consortium.

It is recommended that Catholic and Public School Boards jointly make application to the Ministry of Education for an interest-free loan under the provisions of the recently announced Student Transportation Loan Program. It is also recommended that a Request for Proposal for Transportation Management Software be issued, the results to be reviewed by the proposed joint transportation Governing Committee, and a recommendation made to each Board for approval. The Ministry will require a common GIS software application as a basis for measuring vehicle requirements under any proposed joint transportation system.

21-4

FUNDING FOR STUDENT TRANSPORTATION

OASBO / OSBA

November 16, 2000



Overview

- > In Ontario, about 800,000 pupils were transported by school boards in the 1998/99 school year
- > 16,000 vehicles are registered as school vehicles
- > Currently use block funding, built on 1997 costs, and adjusted for enrolment
- > Over \$600M in transportation funding has been allocated for the 2000-01 school year, including \$23M in interim funding

21-5



Challenges

➤ To develop an allocation formula for funding student transportation which provides boards with the funding to operate safe, secure and on time transportation systems for their students

➤ To take into account the complex range of variables that determine a board's transportation costs

➤ To develop a visibly equitable allocation of transportation funding

➤ To fairly support the school bus industry

➤ To implement a new funding approach with minimal disruption to students, families, schools boards and bus operators

9-1-2



Partners

- Ministry has significant stakeholder input through:
- Transportation Review Committee created in 1998: Representation includes ministry (EDU, MTO) and school board staff, school bus operators, parent and municipal representative
- Transportation Review Committee first interim report in Dec.98.
 - Report recommended that government mandate coterminous delivery and explore GIS technology as a basis for a new funding method
- In 1999, the Committee struck two subcommittees to advise on aspects of proposed approach: Technical Committee (measuring vehicle requirements) and Cost Committee (cost factors)

21-7



Status Of Transportation Funding Approach

New funding approach is under development

Objective is to begin implementation of a new approach in the 2000-01 school year

Transportation Review Committee has recommended an approach which is currently being evaluated by pilot boards/ministry staff:

to use the range of data captured by GIS based software tools to evaluate the vehicle requirement for student transportation in each district school board

Government approval will be sought once:
technical feasibility is established
cost projections can be made

01/03/2001



Proposed Approach

- The proposed funding approach which is being evaluated for its feasibility can be simply described as:

$$\text{Vehicle Requirement} \times \text{Cost Factors} = \text{Funding}$$

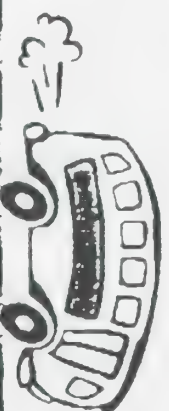
- With respect to measuring "vehicle requirement", the proposed approach is to use the digital map and student data in student transportation software systems to measure the vehicle requirement for student transportation using provincially consistent transportation funding specifications, such as:

Arrival/Departure Windows
vehicle size and capacity
walk distances
length of ride time
staggered school opening times

- Three boards (Halton, Ottawa-Carleton and Peel) have done prototype tests of proposed approach.

6-18

(1 03 2001



Development of Cost Factors

Significant progress has been made in obtaining and analysing the cost structure of bus operators across the province.

bus operators and boards have provided detailed breakdown of business economic factors to the cost Committee

access to data reflects "open-book" nature of industry

nature of school bus industry (duopoly; single provider/single purchaser) means boards have to work to maintain a competitive supplier environment

procurement practices reflect this; most boards avoid "lowest price tenders" in favour of open book audits of their operators to establish fair prices; boards allocate market share to maintain multiple operators wherever possible

0/-/2



Interest Free Loan

In March 2000, the Ministry announced up to \$7 million in interest-free loan to allow Boards to invest in the acquisition and implementation of qualified technology to enhance their ability to plan efficient and effective student transportation services.

The Student Transportation Loan Program offers the option to boards of obtaining an interest free loan of up to 2% of their 1999/2000 transportation allocation, less any amount received from the School Board Restructuring Program for transportation related projects.

The new or upgraded technology will have to meet the ministry's objective of enabling school boards' to perform bus route optimization.



Interest Free Loan Cont'd

Loans will only be made available to boards that are using ministry-qualified technology.

The funds obtained through the loan program can be used for, but not limited to, the following:

- Software and hardware
- Digital mapping
- Data collection
- Training
- Transportation consultants
- Temporary staffing needs

The Ministry will give preference to loan applications from school boards that are working, or are planning to work, in a transportation consortium.

21-12



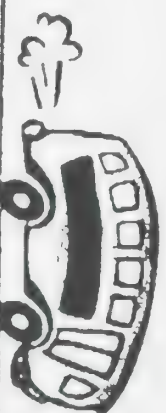
Request for Qualification

On June 20, 2000, the Technical Committee released a Request for Qualification on transportation management software products.

Ministry staff and a team of transportation officers from school boards participated in this process.

Transportation management software products which qualified through the process will:

- be eligible for purchase by Ontario school boards with the support of an interest free loan program
- be eligible to be used in the determination of eligibility for transportation funding
- be asked to enter into a partnership with the province to adapt their software to facilitate the measurement of need for funding purposes

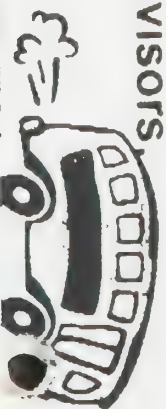


Request for Qualification Cont'd

The vendors and their software routing technology were evaluated through this RFQ process by a number of means, that would allow the province to determine if they qualify. Vendors were expected to :

1. respond to a questionnaire related to the description of the vendor and its software.
2. demonstrate their software capabilities through a "live" test in front of evaluators. The software was evaluated on six main features:
 - ability to use or convert a GIS quality map for routing purposes;
 - ability to perform an automated student upload;
 - ability to create transportation boundaries;
 - ability to create runs for regular needs bus runs;
 - ability to perform a route optimization for regular needs bus runs.

3. partake in a live interview with evaluators and advisors



Request for Qualification Cont'd

The ministry assembled three teams of evaluators and advisors from a variety of sources with diverse experience in student transportation or information technology.

Evaluation Team and Advisors

Evaluation Team	Advisors
Grant Osborn	Nancy Nash
Kevin Fitzpatrick	Peggy McQuinn
Steve Fisher	Samira Pittsford
Nicole Munson	John Gochet
Dave Goff	Kenneth Smith
Lucas Ryback	



Request for Qualification Cont'd

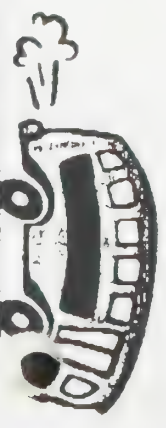
The members selected had considerable experience using student transportation management technology. Each evaluator had experience with a different type of technology.

All EDU evaluators and advisors were expected to complete a Conflict of Interest/Confidentiality Statement.

EDU prepared a detailed Evaluation booklet for all evaluators and advisors that outlined the following: submission requirements, screening process, evaluation process, conduct during evaluation, method of scoring, criteria weights, security and documentation requirements, and score sheets.

All team members were required to participate in a one day training on the evaluation process.

EDU divided the evaluators and advisors into 3 teams. Each team consisted of 2 evaluators and one advisor. Each team was scheduled to observe a vendor whose software they had not used, to eliminate any bias.



Request for Qualification Cont'd

21-12

- 3 vendors qualified: Bustops, Edulog and Trapeze
- Boards will choose student transportation technology that best meets their own business needs, as long as it is qualified by the ministry through this RFQ process.
- It is anticipated that Ontario school boards will be required to acquire and implement eligible student transportation management software products to produce a baseline requirement for future funding eligibility.
- The ministry plans to offer another opportunity for vendors to have their product evaluated in April 2001.
- Consideration will be given to extending loan eligibility to products qualified at that time.
- The Technical Team of the Transportation Review Committee plans to release a background document describing the process

01.03/2001



Next Steps

Establish partnership among EDU. Boards and successful vendors to test their products to provide Ontario-defined funding measurements in pilot boards

Develop multi-year staged implementation of a new transportation funding approach

Vendors to help Phase 1 boards to develop baseline transportation requirement for funding

21-18



Assessing Capacity

- > The proposed approach is dependent on board capacity
- > Prerequisites for implementing the new approach include:
 - high quality student data
 - high quality digital maps
 - full implementation of qualified transportation management software
 - Should this include a successful school start-up on new system?
 - trained staff
- credible baseline established for Vehicle Requirements Measurement

21-19

01 03/2001



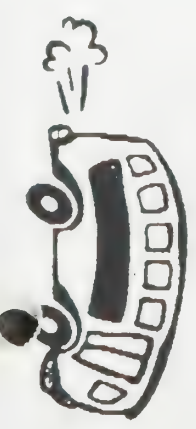
Student Transportation

Funding solution will have major impacts on:

- students and their families
- boards and their programs
- school bus operators
- transportation software vendors and other GIS technology developers
- > Given range of impacts, the model must be defensible
- > Ontario's development of a new transportation funding model will be very visible to other jurisdictions
- > Government wants assurances that student transportation systems are as efficient as possible
- > Any savings should be tied to efficiency in routing and shared buses, not reductions in services
 - eg. save money due to co-ordinated planning, not due to longer walk distances

21-20

01/03/2001



21-21

2000: B21

MEMORANDUM TO: Directors of Education
Secretaries of School Authorities

FROM: Norbert J. Hartmann

DATE: October 24, 2000

SUBJECT: Student Transportation Loan Program

The ministry is working to develop and test a new approach to funding student transportation, based on information developed through transportation management technology. To put this new funding approach into effect, and to achieve greater efficiencies in day-to-day transportation, the ministry anticipates that the consortia or departments that manage boards' transportation will need to implement or upgrade their student transportation management technology.

The Student Transportation Loan Program offers the option to boards of obtaining an interest free loan of up to 2% of their 1999/2000 transportation allocation, less any amount received from the School Board Restructuring Program for transportation related projects. Over \$7 million will be made available to boards to implement new transportation management technologies, or upgrade current systems to enhance school boards' abilities to plan efficient and effective transportation services. The new or upgraded technology will have to meet the ministry's objective of enabling school boards' to perform bus route optimization.

The funds obtained through the loan program can be used for, but not limited to, the following:

- Software and hardware
- Digital mapping
- Data collection
- Training
- Transportation consultants
- Temporary staffing needs

In order to ensure that this initiative meets expectations and best serves the needs of boards throughout the province, the loans will only be made available to boards that are using ministry-qualified technology. The list of ministry-qualified software will be released to school boards in early November.

The Ministry will give preference to loan applications from school boards that are working, or are planning to work, in a transportation consortium. These boards are encouraged to select a lead board that can apply for the loan on behalf of the consortium partners. School boards that are applying jointly should include documentation from the partner boards indicating that they support the application.

In order to obtain approval for the loan please:

1. Complete the attached.
2. Submit an implementation plan that:
 - describes the current and proposed systems;
 - includes an implementation plan with specific deliverables and target dates;
 - clearly documents investment and ongoing maintenance costs;
 - describes the benefits expected from the project in quantitative terms; and
 - outlines the phases of the project and the costs of each phase, where applicable.

In addition, Ministry staff may request additional information to assist in processing the loan applications.

Applications should be submitted to the attention of Nancy Naylor by January 31, 2001. Boards that are unable to submit a complete application by this deadline will need to submit a letter outlining: their reasons why they have not been able to meet the deadline; the steps they have taken to date; and, a timeframe of when they will be submitting a complete application, in order to be eligible to receive an extension for the loan.

A small team of school board personnel from across the province and Ministry staff will review the applications submitted, make recommendations for funding and assist boards, as necessary, to refine and implement their projects. If any of your staff are interested in this work, please contact Nancy Naylor at nancy.naylor@edu.gov.on.ca.

I look forward to working with you on this important project.

Norbert J. Hartmann
Assistant Deputy Minister
Elementary/Secondary Business and Finance Division

Attachments

cc: Transportation Review Committee
Chris Smith, Ontario Association of School Business Officials

STUDENT TRANSPORTATION LOAN PROGRAM

Questionnaire

Board Name: _____

Loan Request: \$ _____

Please answer the following and attach an explanation for all instances where the answer is "NO".

A. Assessing Level of Co-Operative Planning (If relevant)

In determining your level of co-operative planning between the loan applicants, would you please respond to the following:

1. In assessing the level of co-operative planning among loan applicants, is the existing level of co-operation (please circle answer):

A: full co-operation = one transportation planning function for all students of all loan applicants

B: partial co-operation = each own loan applicant has its own planning function; but share where practical

C: None = No joint planning and minimal sharing

2. In assessing the future level of co-operative planning among loan applicants, is the planned level of co-operation (please circle answer):

A: full co-operation = one transportation planning function for all students of all loan applicants

B: partial co-operation = each own loan applicant has its own planning function; but share where Practical

C: None = No joint planning and minimal sharing

3. Are all loan applicants presently using the same student transportation management software?

Presently: No _____ Yes _____

Planned: No _____ Yes _____

4. Are all loan applicants presently using the same map?

Presently: No _____ Yes _____

Planned: No _____ Yes _____

5. Is there one maintenance function of the map?

Presently: No _____ Yes _____

Planned: No _____ Yes _____

6. Can the software accommodate data from all applicants' student information systems?

Presently: No _____ Yes _____

Planned: No _____ Yes _____

21-24

B. Implementation

In the implementation of the project, will the following outcomes be achieved?

1. Board/school administrators will enhance administrative processes within the board, and interaction with the Ministry of Education and other government agencies.
No ____ Yes ____ N/A ____
2. The technology is built on a shared infrastructure. No ____ Yes ____ N/A ____
3. Existing resources are not duplicated. No ____ Yes ____ N/A ____

The Hamilton-Wentworth District School Board

Memo

To: Merv Matier, Director of Education and Secretary
From: Don Grant, Superintendent of Business and Treasurer
Date: January 18, 2001
Re: Courtesy Transportation Procedure

Approved for distribution
by the Director.

Signature:

Date:

[Handwritten Signature]
[Handwritten Date: Jan 12/01]

Recommended Action:

Moved by: _____

1. That the Transportation Policy be amended to include the following article:

Courtesy Transportation - Courtesy transportation may be provided for students of the Board subject to the Courtesy Transportation Procedure and at no cost to the Board.

2. That the Courtesy Transportation Procedure as outlined in Appendix A dated January 18, 2001 be approved
3. That initial implementation of the Courtesy Transportation Procedure take place subsequent to implementation of transportation policy changes approved in November 2000 and completion of the distance re-calibration initiative.

Rationale:

The Report of the Courtesy Transportation Committee was presented to the Business Committee at its December 2000 meeting. At that time, the Courtesy Transportation Procedure and the Transportation Policy amendment associated with the procedure was referred to the Joint Advisory Committee for comment.

The Joint Advisory Committee approved the following motion on January 9, 2001:

That the Report of the Courtesy Transportation Committee be approved as amended by the Joint Advisory Committee.

The only amendment recommended by the Joint Advisory Committee was to change "may" to "will" in the following sentence:

Consequently, the criteria **will** also be applied in reverse in the event that courtesy transportation must be removed from a student for operational purposes.

This change has been included in the attached appendix A dated January 18, 2001. Also attached, for trustees reference, is a full copy of the report presented to the Business Committee in December 2000.

Revised January 18, 2001

Appendix A

The Hamilton-Wentworth District School Board Courtesy Transportation Procedure

The Transportation Policy includes the following statement: “**Courtesy Transportation** - Courtesy transportation may be provided for students of the Board subject to the Courtesy Transportation Procedure and at no cost to the Board.” This document provides the operational courtesy transportation procedure referred to in the policy.

Not all schools will have the opportunity to provide Courtesy Transportation. Several schools in the system do not have any students that are transported. Schools that have transportation may find that there are few if any seats available for Courtesy Transportation.

In some schools additional riders could be accommodated without any increase in cost or negative impact on current service. In these situations, the Board will extend Courtesy Transportation subject to the availability of seats and the basic operational procedures detailed below. Availability of seats may be sporadic from school to school and may change on a regular basis.

Basic Operational Procedures:

The Principal will authorize courtesy transportation subject to all of the following conditions:

- permanent available space exists on an existing bus route, no changes to the route are required and no significant change to pickup or drop off times is required
- that for existing eligible riders:
 - their time on the vehicle will not normally exceed sixty minutes and/or
 - the vehicle will not unnecessarily be delayed in completing other subsequent runs
- the non-eligible rider get on the bus at an existing bus stop location
- extension of courtesy transportation to be implemented in October at the earliest
- requests to ride under the courtesy transportation procedure be sent in writing to the school principal in accordance with the Courtesy Transportation Application Protocol
- granting permission to ride the vehicle does not create any additional cost to the Board
- courtesy transportation privileges may need to be withdrawn:
 - should the seat be required for a student eligible under the Transportation Policy
 - if adjustments to the existing route are required
 - should changes to pickup times be necessary for operational reasons or
 - for behavioural issues

Determination of Capacity:

The Transportation Department will determine the number of permanent empty seats.

- current loading factors will be relied upon: although they may need to be adjusted depending on the mix of ages and grades on the same bus
- where a bus travels on one route to multiple schools, principals will collaborate on the method of distribution of courtesy transportation between them.
- when the number of empty seats vary between morning and afternoon runs, the lowest number of seats will be used for courtesy transportation.

Courtesy Transportation Application Protocol:

Requests to ride under the courtesy transportation procedure must be sent in writing to the school principal in accordance with the following parameters:

- applications may be submitted by the parent/guardian or adult student
- the applicant must sign to acknowledge that, should courtesy transportation be extended, courtesy transportation is based on the following conditions:
 - transportation may be withdrawn with 48 hours notice.
 - transportation may be granted for a period up to the end of the current school year and that a new application must be submitted for each school year.
 - transportation service shall not be considered to constitute a precedent or to establish a right for transportation
 - routing protocol:
 - applications submitted to school principal
 - if approved, school principal will:
 - inform parent/guardian/adult student
 - forward copy of approved application to Transportation Department
 - if denied, school principal will inform parent/guardian/adult student
- the decision of the school principal is final
- the attached Courtesy Transportation Application form is provided for convenience.

Allocation Criteria:

It is anticipated that the courtesy transportation procedure will, at times, result in the dilemma that the demand for seats exceeds the supply. Therefore, a board-wide allocation criteria is required in order to address this issue on a **consistent basis** across the system.

There will also be circumstances when courtesy transportation privileges will need to be withdrawn to permit an eligible rider access to transportation service. Consequently, the criteria will also be applied in reverse in the event that courtesy transportation must be removed from a student for operational purposes.

22-3

Where the number of applications for courtesy transportation exceed the number of permanent empty seats the principal will apply the following criteria, in the following order, when extending courtesy transportation:

- medical conditions
- age of student (youngest first)
- traffic/environmental concerns
- distance from the board designated school
- social circumstances



22-4

APPLICATION FOR COURTESY TRANSPORTATION

Designated School: _____

Student Name: _____

Home Address/Location: _____

School Use Only

Bus Route #: _____

Vehicle Loading: _____

Eligible Students

Under Policy: _____

Potential Empty Seats: _____

Check applicable allocation criteria:

- ☐ medical conditions
- ☐ student's age ____ (youngest first)
- ☐ traffic/environmental concerns
- ☐ distance from school ____ km
- ☐ social circumstances

Please explain briefly, in the space provided, why *courtesy transportation* is being requested.

Eligibility for *courtesy transportation* is subject to all the following conditions:

- ✓ there is available space on an existing bus route
- ✓ student boards the bus at an existing route and bus stop location
- ✓ permission to ride the bus may be withdrawn at any time
- ✓ permission is granted for the current school year or less
- ✓ student time on bus will not normally exceed 60 minutes
- ✓ no additional cost will be incurred by the Board
- ✓ implemented in October at the earliest

I/We confirm the above information, agree to the above conditions, and understand that the school Principal has the right to remove my child from *courtesy transportation* upon 48 hours notice. Should this occur, I/we will assume all responsibility for ensuring my child's safe arrival and departure from school.

Parent/Guardian Signature _____ Date _____

Courtesy Transportation from _____ to _____
date date

☐ Approved ☐ Not Approved

Principal's Signature _____ Date _____

Code of Conduct form to be completed and on file in school office.

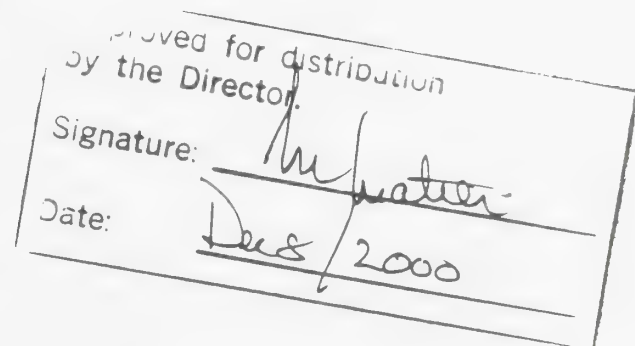
In the event of an emergency, the school Principal will contact the families of those to whom *courtesy transportation* service has been extended.

22-5

The Hamilton-Wentworth District School Board

Memo

To: Merv Matier, Director of Education and Secretary
From: Don Grant, Superintendent of Business and Treasurer
Date: December 14, 2000
Re: Report of the Courtesy Transportation Committee

**Recommended Action:**

Moved by: _____

1. That the Transportation Policy be amended to include the following article:

Courtesy Transportation - Courtesy transportation may be provided for students of the Board subject to the Courtesy Transportation Procedure and at no cost to the Board.

2. That the Courtesy Transportation Procedure as outlined in Appendix A dated November 30, 2000 be approved.
3. That initial implementation of the Courtesy Transportation Procedure take place subsequent to implementation of transportation policy changes approved in November 2000 and completion of the distance re-calibration initiative.

Rationale:

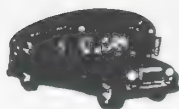
The following documents are provided in support of the foregoing recommended actions:

- ▶ Report of the Courtesy Transportation Committee
- ▶ Recommended Courtesy Transportation Procedure
- ▶ Draft copy of Transportation Policy

Executive Council has reviewed the recommendations of the Courtesy Transportation Committee and plan to review the procedure within a short period of its initial implementation.

Wilma Dowling and Kathy Watters (two members of the Courtesy Transportation Committee) will be in attendance at the December 14, 2000 Business Committee in order to assist with the presentation of the report and respond to trustee questions.

The Hamilton-Wentworth District School Board



Report of the Courtesy Transportation Committee

Terms of Reference

Mandate

The Board established the Courtesy Transportation Committee on September 21, 2000 in order to:

- discuss and draft a Courtesy Transportation Procedure in accordance with the parameters indicated below for Executive Council consideration.
- the procedure should address the operational requirements of extending courtesy transportation where available space exists on an existing bus route and no changes to bus stops, time or route are required. This will include basic operational procedures, a guideline on large bus capacity, application protocol and allocation criteria.

Parameters

The Board directed that the work of the committee comply with all of the following parameters:

- Courtesy Transportation may be extended on the authorization of the Principal.
- a Board-wide allocation criteria to be established
- extension of service must be at no cost to the Board.
- it is recognized that not all schools will have the opportunity to provide Courtesy Transportation.

Committee Composition

The committee was comprised of the following members:

Name	Group Represented
Kathy Archer, Highview/Peace Memorial	School Council (Elementary City)
Keith Dunham, Janet Lee	School Council (Elementary County)
Wilma Dowling, V.P. Scott Park/Sir Allan MacNab	Secondary Principals (County & City)
Peter Gnish, Westdale Secondary	School Council (Secondary City)
Don Grant, Superintendent of Business (Chair)	Administration
Daryl Sage, Manager of Accommodation & Planning	Administration
Ruth Schofield, Waterdown District High School	School Council (Secondary County)
Elaine Tschofen, V.P. Parkview	Secondary Principals (City)
Kathy Watters, Principal, Buchanan Park	Elementary Principals (City)
Don Wood, Principal Flamborough Centre	Elementary Principals (County)

Work of Committee

The committee held 4 meetings on October 10, 16, 26 and November 14, 2000. In addition sub-committees were established to 1) Determine Allocation Criteria and 2) Design Application form.

Committee decision-making criteria agreed to at the outset was that every effort would be made to arrive at decisions by consensus. If that was not successful, a vote would be taken to move the work of the committee forward. It was not necessary to vote on any issues.

Committee has fulfilled its mandate by completing the following tasks:

- Preparation of statement for inclusion in Transportation Policy
- Preparation of Courtesy Transportation Procedure:
 - Procedure Introduction
 - Basic Operational Procedures
 - Determination of Capacity
 - Application Protocol
 - Application Form
 - Allocation Criteria
- Discussion of Initial Implementation
- Formulation of Committee recommendations

Committee Recommendations

1. That the Transportation Policy be amended to include the following article:

Courtesy Transportation - Courtesy transportation may be provided for students of the Board subject to the Courtesy Transportation Procedure and at no cost to the Board.

2. That the Courtesy Transportation Procedure as outlined in appendix A dated November 30, 2000 be approved.
3. That initial implementation of the Courtesy Transportation Procedure take place subsequent to implementation of transportation policy changes approved in November 2000 and completion of the distance re-calibration initiative.

Revised November 30, 2000

Appendix A

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Not all schools will have the opportunity to provide Courtesy Transportation. Several schools in the system do not have any students that are transported. Schools that have transportation may find that there are few if any seats available for Courtesy Transportation.

In some schools additional riders could be accommodated without any increase in cost or negative impact on current service. In these situations, the Board will extend Courtesy Transportation subject to the availability of seats and the basic operational procedures detailed below. Availability of seats may be sporadic from school to school and may change on a regular basis.

Basic Operational Procedures:

The Principal will authorize courtesy transportation subject to all of the following conditions:

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 - their time on the vehicle will not normally exceed sixty minutes and or
 - the vehicle will not unnecessarily be delayed in completing other subsequent runs
- the non-eligible rider get on the bus at an existing bus stop location
- extension of courtesy transportation to be implemented in October at the earliest
- requests to ride under the courtesy transportation procedure be sent in writing to the school principal in accordance with the Courtesy Transportation Application Protocol
- granting permission to ride the vehicle does not create any additional cost to the Board
- courtesy transportation privileges may need to be withdrawn:
 - should the seat be required for a student eligible under the Transportation Policy
 - if adjustments to the existing route are required
 - should changes to pickup times be necessary for operational reasons or
 - for behavioural issues

Determination of Capacity:

The Transportation Department will determine the number of permanent empty seats.

- current loading factors will be relied upon: although they may need to be adjusted depending on the mix of ages and grades on the same bus
- where a bus travels on one route to multiple schools, principals will collaborate on the method of distribution of courtesy transportation between them.
- when the number of empty seats vary between morning and afternoon runs, the lowest number of seats will be used for courtesy transportation.

Courtesy Transportation Application Protocol:

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- applications may be submitted by the parent/guardian or adult student.
- the applicant must sign to acknowledge that, should courtesy transportation be extended, courtesy transportation is based on the following conditions:
 - transportation may be withdrawn with 48 hours notice.
 - transportation may be granted for a period up to the end of the current school year and that a new application must be submitted for each school year.
 - transportation service shall not be considered to constitute a precedent or to establish a right for transportation
 - routing protocol:
 - applications submitted to school principal
 - if approved, school principal will:
 - inform parent/guardian/adult student
 - forward copy of approved application to Transportation Department
 - if denied, school principal will inform parent/guardian/adult student
- the decision of the school principal is final
- the attached Courtesy Transportation Application form is provided for convenience.

Allocation Criteria:

It is anticipated that the courtesy transportation procedure will, at times, result in the dilemma that the demand for seats exceeds the supply. Therefore, a board-wide allocation criteria is required in order to address this issue on a **consistent basis** across the system.

There will also be circumstances when courtesy transportation privileges will need to be withdrawn to permit an eligible rider access to transportation service. Consequently, the criteria may also be applied in reverse in the event that courtesy transportation must be removed from a student for operational purposes

23-10

Where the number of applications for courtesy transportation exceed the number of permanent empty seats the principal will apply the following criteria, in the following order, when extending courtesy transportation:

- medical conditions
- age of student (youngest first)
- traffic/environmental concerns
- distance from the board designated school
- social circumstances



22-11

APPLICATION FOR COURTESY TRANSPORTATION

Designated School: _____

Student Name: _____

Home Address/Location: _____

School Use Only

Bus Route #: _____

Vehicle Loading: _____

Eligible Students

Under Policy: _____

Potential Empty Seats: _____

Check applicable allocation criteria:

- ☐ medical conditions
- ☐ student's age ____ (youngest first)
- ☐ traffic/environmental concerns
- ☐ distance from school ____ km
- ☐ social circumstances

Please explain briefly, in the space provided, why *courtesy transportation* is being requested.

Eligibility for *courtesy transportation* is subject to all the following conditions:

- ✓ there is available space on an existing bus route
- ✓ student boards the bus at an existing route and bus stop location
- ✓ permission to ride the bus may be withdrawn at any time
- ✓ permission is granted for the current school year or less
- ✓ student time on bus will not normally exceed 60 minutes
- ✓ no additional cost will be incurred by the Board
- ✓ implemented in October at the earliest

I/We confirm the above information, agree to the above conditions, and understand that the school Principal has the right to remove my child from *courtesy transportation* upon 48 hours notice. Should this occur, I/we will assume all responsibility for ensuring my child's safe arrival and departure from school.

Parent/Guardian Signature _____ Date _____

Courtesy Transportation from _____ to _____
date date

☐ Approved ☐ Not Approved

Principal's Signature _____ Date _____

Code of Conduct form to be completed and on file in school office.

In the event of an emergency, the school Principal will contact the families of those to whom *courtesy transportation* service has been extended.

January 18, 2001

#23

TO: Merv Matier, Director of Education and Secretary
FROM: A. Cupido, P.Eng., Superintendent of Plant Services
RE: Tender Results – W.H. Ballard Renovations

Approved for distribution
by the Director.

Signature: _____

Date: _____

Recommended Action:

Moved by _____ seconded by _____ that
the proposed renovations at W.H. Ballard School be awarded to STF Construction Limited
(Hamilton, Ontario) in the amount of \$1,138,877.00 (GST included).

Background:

Renovations have been proposed for W.H. Ballard through components of the Building Renewal Program, Improved Access for Special Education Fund and the Energy Program Phase 4.

The renovations consist of washroom improvements including handicap access, elevator installation and window replacements. Additional improvements will be proposed in future budgets to supplement the work undertaken this year.

Tenders closed on December 21, 2000 and a summary of bids is referenced in the Architect's covering letter in Appendix 'A'.

The Board's Procurement Policy requires that Board approval must be obtained on all construction projects valued over \$100,000.00

Financial Analysis:

The cost breakdown of the tender is as follows. Prices shown include GST.

The project budget is comprised of budget components of the Building Renewal Program, the Improved Access for Special Needs grants and Phase 4 of the Energy Program.

<u>ITEM</u>	<u>TENDER VALUE</u>	<u>PROJECT BUDGET</u>
Tender Result	\$1,138,877.	
Professional fees, Permits, etc.	88,000.	
	<u>\$1,227,877.</u>	<u>\$1,230,000.</u>

The project is within budget and renovations are expected to be completed by the end of the summer.

AC/bb

04 JANUARY 2001

The Hamilton-Wentworth District School Board
P.O. Box 2558, 100 Main Street West
Hamilton, ON L8N 3L1

ATTN : MR. ANTHONY CUPIDO, P.Eng
SUPERINTENDENT OF PLANT SERVICES

RE : WINDOWS REPLACEMENT PROJECT
WH BALLARD A) WASHROOM B) NEW ELEVATOR
WH BALLARD WINDOWS REPLACEMENT
PROJECT No: ADI-0121 & ADI-0126
SUMMARY OF BIDS REVIEW

Dear Sir:

We have reviewed Bids submitted by all 5 contractors and would recommend retaining STF Construction as they are the lowest prequalified bidder. Please see attached our Bid Summary form (2 pages).

As for the final contract figure please see below.

- .1 We recommend the use of Elite Finish washroom partitions
Alternate Price # 1-1: (Additional \$5,350 GST included)
- .2 We recommend the covering of the total washroom area with Epoxy
Stonehard HR flooring. Alternate Price #1-4: (Additional \$3,465 GST included)
- .3 We recommend that glazing at this stage not be defined until a mock-up is
installed. But a contractual agreement with STF must stipulate that the
alternate prices (Part 3 -Windows or Tender Form) to remain valid until mockup
is approved.
- .4 We recommend using Alternate Price #2-1 for the Elevator:
(Additional \$14,916 GST included) .

As it stands the total contract would be.

\$ 1,138,877.00
(Including a GST of \$ 74,506)

The breakdown for budget purposes would be as follows:

- Part 1 (Washrooms): \$ 432,729.00 (\$28,244.00 GST Included)

- Part 2 (Elevators): \$ 207,700.00 (\$13,588.00 GST Included)

- Part 3 (Windows): \$ 499,448.00 (\$32,674.00 GST Included)

- TOTAL \$1,138,877.00 (\$74,506.00 GST Included)

Should you have any questions or concerns, please do not hesitate to call the undersigned.

Sincerely
ADI – ARCHITECT


MEL GEDRUJ, ARCHITECT, OAA
PRESIDENT

MG/ck

SUMMARY OF BIDS



Name of Project: WH BALLARD PHASE 1

Project No.: ADI-0121 A, B) & ADI-0126

Name of Client: THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

Date Recorded: THURSDAY 21 DECEMBER 00

Bid Closing: THURSDAY DECEMBER 21 00 @ 3.00 PM -- BOARD'S OFFICES

#	Name of Bidder	Bid Amount (No GST) Col.#3	GST Col.#4	TOTAL BID AMOUNT INCL. GST Col 3 + 4	Agreement to Bond	Bid Security (bid bond, certified cheque, etc.)	Informal Bid (Specify Irregularity)	SUMMARY OF ALTERNATE PRICES	Proposed Completion Date
1	STF CONSTRUCTION LTD	1,115,146	72,953	1,188,099	YES	YES	N/A	SEE COVER LETTER	
2	IRA McDonald Construction Ltd	1,132,891	74,114	1,207,055	YES	YES	N/A	SEE COVER LETTER	
3	Bestco Construction Corporation	1,159,520	75,856	1,235,376	YES	YES	N/A	SEE COVER LETTER	
4	Martin-Stewart Contracting (1995) Ltd.	1,294,338	84,676	1,379,014	YES	YES	N/A	SEE COVER LETTER	

23-3

SUMMARY OF BIDS



23-4

#	Name of Bidder	Bid Amount (No GST) Col. #3	GST Col. #4	TOTAL BID AMOUNT INCL. GST Col 3 + 4	Agreement to Bond	Bid Security (bid bond, certified cheque, etc.)	Informal Bid (Specify irregularity)	SUMMARY OF ALTERNATE PRICES	Proposed Completion Date
5.	T. R. Hinan Contractors Inc	1,441,881	94,328	1,536,209	YES	YES	N/A	SEE COVER LETTER	
6.	The Atlas Corporation	DECLINED	DECLINED	DECLINED	DECLINED	DECLINED	DECLINED	DECLINED	DECLINED
7.	Derbtile Construction Inc.	DECLINED	DECLINED	DECLINED	DECLINED	DECLINED	DECLINED	DECLINED	DECLINED
8.	Harm Schilthuis and Sons Limited	DECLINED	DECLINED	DECLINED	DECLINED	DECLINED	DECLINED	DECLINED	DECLINED

C O R R E S P O N D E N C E

BUSINESS COMMITTEE
2001 01 18

#24

24-12-2000
K

L A I D L A W

LAIDLAW TRANSIT LTD.

3221 NORTH SERVICE ROAD PO BOX 5028 BURLINGTON ONTARIO CANADA L7R 3N8

Telephone (905) 336-1811

December 1, 2000

Dear Daryl:

As you are well aware, our parent company – Laidlaw Inc. – is continuing to work on restructuring its balance sheet to establish an appropriate capital structure going forward.

In a letter to shareholders last week, Laidlaw Inc. gave the following update on this process:

- With the assistance of the restructuring firm Zolfo Cooper LLC, the company has been engaged in lengthy negotiations with its major creditor groups.
- The company's banking and public debtholder groups have agreed to two financing arrangements that will ensure adequate working capital for the operating companies: credit facilities totaling \$125 million have already been put in place for Greyhound Lines, Inc. and facilities for another \$100 million for other Laidlaw Inc. subsidiaries are being finalized with a group of financial institutions led by the Canadian Imperial Bank of Commerce.
- Work is underway to complete a comprehensive restructuring of Laidlaw Inc.'s balance sheet, including the resolution of issues associated with the company's interest in Safety-Kleen Corp. and other liabilities and claims.
- The intent is to negotiate a balance sheet restructuring plan that's agreed upon by the creditor groups, then – as was discussed in a publicized conference call with creditors in September – file that plan with the courts in Canada and the United States to receive formal court approval.

Laidlaw Education Services will NOT be a part of those filings and those actions will have no meaningful impact on our operations.

The relationships between us and our customers, our employees and our vendors will be unchanged: the students we carry will continue to receive safe, reliable transportation; our employees will continue to receive their pay and benefits; and our vendors will continue to be paid for the goods and services they provide to us.

Our operations deliver safe, quality services to nearly 2.5 million children each day. Our business generates excellent cash flows and provides the financial resources to support our operations now and into the future.

Our goal remains the same – to continue to be the North American leader in student transportation. Please contact me with any questions or comments.

Yours truly,



Gary L. Wilson
Senior Vice President

CAS
A33B
2001
ON HW 26

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

BUSINESS COMMITTEE

Thursday, February 8, 2001

7:00 p.m.

A G E N D A

7:00 p.m.

1. Call to Order
2. Approval of Minutes of January 18, 2001
3. Business Arising from the Minutes
4. Approval of Agenda

R. Mulholland

5. TRANSPORTATION APPEALS

- (a) D. Pellerin
- (b) D. Brodati
- (c) K & M. Gater

URBAN MUNICIPAL

FEB 12 2001

GOVERNMENT DOCUMENTS

ACTION ITEMS:

6. Transportation Appeal (a)
7. Transportation Appeal (b)
8. Transportation Appeal (c)
9. Status: Waterdown District High School Accommodation
10. Sir Winston Churchill Roof Replacement Tender Results
11. 2000/2001 Financial Report – December 31, 2000
12. 2000/2001 Resource Allocation Summary (*booklet to be delivered to trustees next week*)
13. Transfer of Trust Funds from The Hamilton-Wentworth District School Board
to The Hamilton-Wentworth District School Board Foundation
14. The Audited Financial Statements of the Foundation -
15. 2000/2001 Transportation Expenditure Forecast

J. Wibberley
A. Cupido
D. Grant
D. Grant
D. Grant

D. Grant
D. Grant

CORRESPONDENCE:

DISTRIBUTION:

Coded
Separately

16. Public Questions for Clarification

Future Meetings:

Board	February 15, 2001	8:00 p.m.
Special Education Advisory Committee	February 28, 2001	7:00 p.m.
Special Meeting of the Business Committee	February 14, 2001	7:00 p.m.
Special Meeting of the Board	February 22, 2001	8:00 p.m.
Special Meeting of the Business Committee	March 3, 2001	9:00 a.m.
Special Meeting of the Business Committee	March 5, 2001	7:00 p.m.
Special Meeting of the Business Committee	March 19, 2001	7:00 p.m.

MINUTES OF THE BUSINESS COMMITTEE
JANUARY 18, 2001

Those present: Lillian Orban (Chair), Judith Bishop, Robert Barlow, Eleanor Johnstone, Wes Hicks (arrived at 6:40 p.m.), Laura Peddle, Ian Thompson, Bruce Wallace, Reg Woodworth and Ray Mulholland.

Regrets: Wayne Marston.

In attendance: M. Matier (Director of Education and Secretary), D. Grant (Superintendent of Business and Treasurer), M. Botting (Superintendent of Instructional Services), N. Campbell (Superintendent of Education – Mountain West), K. Croxall (Superintendent of Education – County East), A. Cupido (Superintendent of Plant Services), P. Gillie (Superintendent of Education – Mountain East), W. Joudrie (Superintendent of Education – City East) and C. Reid (Superintendent of Education – City West).

Also in attendance:

D. Sage, Manager of Accommodation and Planning
L. Veerman, Manager of Budget

L. Orban called the meeting to order at 6:00 p.m.

2. Approval of Minutes of December 14 and 21, 2000

It was moved by E. Johnstone: That the minutes of December 14 and 21, 2000 be approved.

CARRIED.

3. Business Arising from the Minutes

Nil.

4. Approval of Agenda

It was moved by B. Wallace: That the agenda be approved.

The Chair noted that the agenda will begin with the delegation from R. L. Hyslop School and the other reports may be dealt with until 7:00 p.m., at which time the transportation appeals will be heard.

Added item:

- Accommodation – Waterdown High School (Trustee R. Woodworth)

To the motion, as amended, **CARRIED.**

DELEGATION

5. R. L. Hyslop School Council re De-twinning of the School

Helen Langlands-Wood, along with two other parent representatives, presented the report. She stressed that the school's growing population indicates the need for de-twinning.

Commending the efforts of the school council and parents, R. Barlow encouraged the Board to carefully consider this issue.

J. Bishop explained there are key factors involved in looking at relationships between schools, e.g. the Board's present financial/budget concerns and the Ministry's funding formula which is linked to the size of the school.

The Chair briefly explained the process for delegation presentations.

It was moved R. Mulholland: That the presentation made by the R. L. Hyslop School Council regarding de-twinning of the school be referred to the Principal, Vice-Principal Deployment Committee.

When R. Woodworth emphasized the need to involve the school councils of the affected schools, the Director assured they will be informed appropriately.

To the motion, **CARRIED UNANIMOUSLY.**

ACTION ITEMS:

6. Monthly Financial Report – November 30, 2000

D. Grant presented the report, noting this reflected the implications of the recent teacher strike/lock-out.

It was moved by R. Mulholland: That the 2000/2001 Financial Report – November 30, 2000 be received for information.

In response to B. Wallace's query, D. Grant advised that no response to date has been received from the Ministry relative to the Board's funding request for lost instructional time.

To the motion, **CARRIED UNANIMOUSLY.**

7. 2000/2001 Average Class Size Report

D. Grant provided an overview and then called on L. Veerman, Manager of Budget, who reviewed the salient details of the report.

In reaction to L. Orban's question, D. Grant noted that Ministry regulations now provide for separate calculations of average class size for Junior Kindergarten to Grade 3 and Junior Kindergarten to Grade 8.

L. Veerman clarified for L. Orban the Ministry's definition for pupil credits: full time – 3 or more credits; 2 credits are recorded as .5 and 1 credit as .25. Our board calculated based on each student and this was the basis for the report to the Ministry (average credit load for secondary pupil was 7.5 credits).

Responding to J. Bishop, W. Joudrie confirmed that high-needs schools are provided additional staffing support as appropriate.

D. Grant remarked that a much higher class size may be expected in a strictly middle school setting. Several factors come into play in terms of the staffing formula.

When J. Bishop questioned the school by school numbers, specifically for Strathcona School, D. Grant explained that these numbers have a correlation with the figures contained in the Summary of Average Class Size By Grade and School.

In reply to a further question from J. Bishop, L. Veerman advised that the Board's submission to the Ministry consisted of the Elementary Schools: Summary Report [Pages 19-2 to 19-8] and Secondary Schools: Summary Report [Pages 19-22 to 19-23].

[W. Hicks joined the meeting at 6:40 p.m.]

It was moved by B. Wallace: That the 2000/2001 report on Average Class Size be received for information.

To the motion, **CARRIED UNANIMOUSLY.**

8. Budget Policy Development – Policy and Timelines

D. Grant reviewed the report.

Members' comments were noted as follows:

- J. Bishop felt the budget should be developed around what the system needs and that other areas should not be tapped to augment any additional funding requirements.
- Recalling previous budget discussions, L. Peddle would like to see the review of specific programming to ensure that funds are invested in the right areas.

Noting the contrast between principle #1 and principle #8, D. Grant emphasized that the focus is to provide trustees a process on how the Board should proceed in developing its Budget policy. He confirmed that this draft policy will be brought to the Joint Advisory Committee for consultation and feedback.

It was moved by E. Johnstone: That the report on Budget Policy Development – Process and Timelines be received for information.

CARRIED, 9 IN FAVOUR, 1 ABSTAINED.

9. Catholic/Public Joint Transportation System

D. Grant presented the report.

It was moved by R. Woodworth:

- (a) **That the Board approve the establishment of a Governing Committee, comprised of four trustees, two from each Board, and the Director of Education (or designate) – one from each board to implement a joint transportation system for the Catholic and Public School Boards of the New City of Hamilton.**
- (b) **That the Catholic and Public School Boards jointly make application to the Ministry of Education for an interest-free loan under the provisions of the recently announced Student Transportation Loan Program.**
- (c) **That the Governing Committee issue a Request for Proposal with respect to Transportation Management Software with a recommendation forthcoming to each Board.**

In clarifying for J. Bishop the rationale for the Governing Committee, M. Matier stated that both Boards intend to respect their own policy, noting that the Catholic Board has expressed the intent to preserve its current process and consider some protocols. The Director advised further that once policy issues are addressed, consideration of operational matters will follow.

J. Bishop did not support having trustee representation on the Governing Committee, concluding this should be a staff function.

R. Mulholland remarked that this project has been ongoing for three years with the aim of developing a joint transportation system as directed by the Ministry. He believed the two Boards should be pursuing this actively and any attempt to delay the project will be a disservice to the committee.

While B. Wallace viewed this whole exercise as political, L. Peddle noted there are also operational issues to be considered. Questioning the role of trustees around the issue of Request for Proposal, L. Peddle concluded that their particular concern should be the governance aspect of this joint project.

Advising that the Catholic Board will be considering a similar recommended action, D. Grant acknowledged that this joint venture has been proceeding slower than anticipated but the two Board's initiative proves to be a significant step towards the goal to a greater sharing in order to effect cost efficiencies in light of the Ministry's approach to transportation funding.

The motion was put to a vote and was **CARRIED UNANIMOUSLY**.

B. Wallace voiced his interest to be part of the Governing Committee.

10. Tender Results – W.H. Ballard

**It was moved by R. Mulholland: That the proposed renovations at W. H. Ballard School be awarded to STF Construction Limited (Hamilton, Ontario) in the amount of \$1,138,877.00 (GST included).
CARRIED.**

11. TRANSPORTATION APPEALS

Consideration of the following appeals started at 7:11 p.m.

(a) D. and J. Brown

Members were advised that the parties were not in attendance.

Observing that some of the transportation appeals were simply requests for courtesy transportation, B. Wallace would like to be assured that a consistent procedure is applied for every situation.

D. Grant suggested that, upon approval of the Courtesy Transportation Procedure, these requests could be considered within the context of this procedure.

The members agreed to consider this appeal along with (b) as the basis of the appeals is for the same intersection.

(b) K. Gonci

K. Gonci was accompanied by his two children, Christian and Cameron. Presenting pictures of the area, K. Gonci outlined his safety concerns with respect to the intersection of Mohawk Road West and Magnolia.

**It was moved by W. Hicks: That this item be dealt with at this time in consideration of the two young children in attendance.
CARRIED.**

W. Hicks advised that about 60 students (30 if excluding JK students) were involved in this case. Unlike the Upper Paradise and Mohawk Road West intersection, this area has no crossing guard. He concluded that the City's criteria (the number of students affected) for not assigning a crossing guard to this intersection was unacceptable.

It was moved W. Hicks: That, in response to the Gonci and Brown appeals, the Board continue with courtesy transportation until the local trustee is able to pursue with the City the establishment of a crossing guard at Magnolia and Mohawk.

K. Gonci confirmed his priority is bussing for his children. He said he was not aware of courtesy transportation and that the school principal informs him if transportation is available for his children.

Further remarks from the members were noted as follows:

- Clarifying the provisions of the transportation policy, J. Bishop felt the Board should be careful in dealing with the situation, hoping this would not lead to changing the defined distances in the policy.
- I. Thompson stated that issues around snow removal and traffic violations are the City's responsibility and should be directed to them accordingly.
- L. Peddle voiced her concern with the number of students ending up over filling the buses.

In reaction to R. Mulholland's question, D. Sage confirmed that this situation will likely not result in the addition of another bus.

To the motion, **CARRIED, 7 IN FAVOUR, 3 ABSTAINED.**

(c) K. Whiting

In presenting her case, K. Whiting stated her appeal was based on the hazardous nature of her daughter's walking route to and from the school.

At this point in the meeting, the members concurred with the Chair's suggestion of taking action on each appeal after its presentation.

Expressing his concerns with the inconsistency in providing bussing for students in this area,

It was moved by B. Wallace: That, in response to the Whiting appeal, the Board extend courtesy transportation to those students who live close Maple Lane School and attend Grange School.

I. Thompson encouraged the parents in the area to petition the City (through their alderman) to address the concerns around the lack of sidewalks and snow clearing.

To the motion, **CARRIED UNANIMOUSLY.**

(d) M. and G. Werstuck

When Mrs. Werstuck advised that her situation was similar to K. Whiting, who is her neighbour,

It was moved by B. Wallace: That, in response to the Werstuck appeal, the Board extend courtesy transportation to those students who live close Maple Lane School and attend Grange School.

CARRIED.

(e) D. Dougherty and E. Sober

Lindsay and Ed Sober and Mrs. Dougherty presented their safety concern regarding their children walking along Weirs Lane to Highway 8 to the bus stop (no sidewalks, traffic concerns).

It was moved by R. Woodworth: That the bussing service previously provided at Weirs Lane be reinstated.

Responding to questions, D. Sage offered the following clarifications:

- Weirs Lane students are requested to go to the pick up point and this walking distance is within the prescribed distance of the Transportation policy.
- There are safety risks in maneuvering a regular school bus to this area.
- A total of 16 elementary students live along Weirs Lane.

Although she recognized the concerns expressed by the parents, E. Johnstone observed that the committee was considering safety issue when walking to the bus stop, stating the Board could be "opening another door" with this case.

J. Bishop noted the specific provisions in the policy for the prescribed walking distance. She agreed that this case challenged safety when walking to the bus stop and was contrary to the policy. J. Bishop remarked further that the district-wide Transportation policy now in place should be fair to every student; she questioned whether it is the responsibility of the Board to provide bussing service to those within the required walking distance and why trustees are expected to address issues like snow removal, crossing guards, traffic concerns, etc. J. Bishop maintained that parents have the primary responsibility to ensure the safety of their children.

B. Wallace asserted that the Board has the prerogative to make exceptions to the policy.

D. Sage clarified further for L. Peddle that courtesy transportation could be applied only to these two families. Re-instating bussing service for all students at Weirs Lane would impact adversely on the number of empty bus seats.

To address the members' concern with setting a precedent, R. Woodworth agreed to re-word his motion as follows:

It was moved by R. Woodworth: That, in response to the Dougherty and Sober appeal, the bussing previously given to the Dougherty/Sober children be reinstated.

**It was moved by R. Mulholland: That the question be called.
CARRIED UNANIMOUSLY.**

To the motion, **CARRIED, 6 IN FAVOUR, 4 OPPOSED.**

(f) S. Irving

S. Irving and her mother-in-law presented the appeal, providing pictures of the specific area.

It was moved by R. Woodworth: That, in response to the Irving appeal, the Board continue with courtesy transportation until the establishment of a crossing guard at Dundas and Main in Waterdown is pursued.

R. Woodworth felt this case was a significant safety concern. He noted Highway 5 is a main arterial roadway and poses several safety concerns to school children.

D. Sage clarified that Dundas Street (Highway 5) is a major road with crossing light and the area is consistent with the provisions of the policy.

In reaction to the sidewalk concerns and the absence of a crossing guard in the area, L. Peddle reiterated that the Board could not absorb the City's problem/responsibility.

J. Bishop did not consider the case a safety issue, stressing her concern that the application of courtesy transportation for many of the appeals could eventually undermine the Board's Transportation policy.

To the motion, **CARRIED, 7 IN FAVOUR, 2 OPPOSED, 1 ABSTAINED.**

(g) H. Frank

H. Frank voiced her concerns for the safety of her two young daughters who have to walk almost a kilometer to catch the school bus at the new stop at Flanders Street -- a rural road with no sidewalks. She asked the Board to reinstate the previous bus stop which is only a two-minute walk from her house.

Responding to J. Bishop's question, H. Frank advised that previously she was told by Board staff that her children were not eligible for transportation because her house is not within the prescribed distance. However, their father's residence is within the jurisdiction of the Board.

D. Grant informed the members that this family has been provided courtesy transportation based on the Board's resolution last summer that students receiving transportation in previous years be given bussing service, for the 2000-2001 school year, if there are available seats (but no change in bus stops).

When asked about the implications of providing the additional stop, D. Sage explained that isolated cases like this situation could have insignificant consequence. However, in a larger scenario, the Board could be adding bus stops on request.

It was moved by R. Woodworth: That, in response to the Frank appeal, the bus stop provided in previous years be reinstated.

[W. Hicks left the meeting.]

L. Peddle suggested staff use discretion for cases like this and felt these need not be brought to the Board. However, J. Bishop noted that the Board did say that no new bus stops were to be added.

To the motion, **CARRIED, 7 IN FAVOUR, 1 IN FAVOUR, 1 ABSTAINED.**

(h) Mr. Sullivan

Mr. Sullivan appealed for the Board to install a new bus stop in front of his residence because of his wife's health problems and the walking route to the school poses safety hazards for his children.

It was moved by R. Barlow: That, in response to the Sullivan appeal, the Board accommodate the creation of a new bus stop in front of the Sullivan's residence.

In response to a question, D. Sage advised that the family was not eligible under the policy to receive transportation service.

The members made the following remarks:

- Voicing his opposition to the motion, I. Thompson felt there is a dividing line between education and parenting.
- E. Johnstone suggested the situation be considered based on compassionate grounds as these children need help to get to school.
- B. Wallace wondered if the community/neighbourhood could extend support for this family.
- J. Bishop reminded members of the Board's role as custodian of public purse and noted the ongoing scarcity of education funding dollars. She acknowledged the family's predicament but she did not believe this should be passed on as the Board's responsibility.

At this point, L. Peddle signified her intention to put forth a motion referring the case to administration and review it on compassionate grounds. Expressing reservations, the Chair did not accept the referral motion.

In light of the members' concerns, R. Barlow requested and was permitted to withdraw his motion.

The Director noted that medical issues are considered as they apply to students not parents. However, the courtesy transportation procedure will provide guidance to Senior Administration on such issues.

It was moved by L. Peddle: That the Sullivan appeal be referred to Senior Administration.

CARRIED, 6 IN FAVOUR, 1 OPPOSED, 2 ABSTAINED.

(i) C. Scobie

D. L. Andrews who headed the parents' presentation noted the appeal was focused on safety issues associated with the cancellation of bus service to Lawfield School and the walking route of children along Upper Gage.

It was moved by R. Mulholland: That, in response to the Scobie appeal, the Board accept the appeal.

D. Sage advised that 60 students are involved in this case and providing one bus will cost the Board at least \$32,000 annualized cost.

The members' comments were as follows:

- I. Thompson emphasized that the City should be pursued actively to act on issues within their responsibility (i.e. snow clearing/removal, crossing guards, road construction and traffic regulations).
- Noting there is urban transit at this location, B. Wallace wondered how the proposed bussing service would impact on the other schools in the area.
- J. Bishop recalled that the additional bussing provided in the past due to the construction of the LINC was a temporary measure. She agreed the particular area of concern is a major arterial roadway but there is an existing sidewalk and this meets the criteria of the transportation policy.

Reiterating the need to make the City aware of those issues under their jurisdiction,

It was moved in amendment by I. Thompson: That the approval of the appeal be until June, 2001.

The amendment was put to a vote and was **LOST, 4 IN FAVOUR, 4 OPPOSED.**

To the motion, **CARRIED, 5 IN FAVOUR, 2 OPPOSED, 2 ABSTAINED.**

(j) Mr. and Mrs. Glinski

Members were advised that the parties were not in attendance.

D. Grant advised that courtesy transportation could be applied to this case,

It was moved by B. Wallace: That the Glinski appeal be referred to Senior Administration.

CARRIED.

It was moved by R. Woodworth: That the meeting be extended until consideration of the transportation appeals are completed.

CARRIED

(k) C. Ransberry

Mrs. Ransberry confirmed that her residence is approximately .8 kilometers from her daughter's school and she was advised by Board staff that her daughter (Lorraine) was not eligible for transportation. Noting her concerns for the safety of her daughter walking to and from school, she confirmed to the members that she was appealing for the Board's support in the purchase of HSR bus tickets for Lorraine.

The members expressed their compassion for the family but noted the issue was essentially not a transportation matter.

It was moved by R. Woodworth: That the Ransberry appeal be referred to Senior Administration.

Acknowledging that formal action could not be done to this case until Board approval next Thursday, the Director agreed to discuss the situation with the school on Monday.

[L. Peddle left the meeting.]

To the motion, **CARRIED, 7 IN FAVOUR, 1 ABSTAINED.**

It was moved by R. Woodworth: That the Committee continue to meet until consideration of the agenda is finished.

CARRIED.

12. Policy re Courtesy Transportation

D. Grant presented the report.

It was moved by J. Bishop:

- (a) That the Transportation Policy be amended to include the following article:
Courtesy Transportation – Courtesy transportation may be provided for students of the Board subject to the Courtesy Transportation Procedure and at no cost to the Board.
- (b) That the Courtesy Transportation Procedure, as outlined in Appendix A dated January 18, 2001, be approved.
- (c) That initial implementation of the Courtesy Transportation Procedure take place subsequent to implementation of transportation policy changes approved in November 2000 and completion of the distance re-calibration initiative.

J. Bishop assumed the Chair to permit L. Orban to speak on the item.

Drawing attention to the section "Courtesy Transportation Application Protocol [Page 22-2], L. Orban voiced her concern with bullet 3 *"the decision of the school principal is final"*, maintaining that final decision lies with the Board.

It was moved in amendment by L. Orban: That the following be deleted from the Courtesy Transportation Procedure, Courtesy Transportation Application protocol:

- the decision of the school principal is final

M. Matier advised that school principals have expressed their concerns with every decision going to the Board for consideration, noting their preference not to be involved in this process if their discernment will not be given any credit. The Director assured the members that the Superintendent of Education will intercede if there are problems/disagreements.

L. Orban emphasized her difficulty with the word "final", particularly when it pertains to the Board's policies. Reminding that even the Board's decisions could be reviewed/reconsidered, she did not want the trustees' decision-making prerogative to be compromised.

To the amendment, **LOST, 3 IN FAVOUR, 4 OPPOSED.**

Recalling previous discussion at the Joint Advisory Committee, L. Orban clarified for B. Wallace that the order of the allocation criteria for courtesy transportation will be consistently applied across the system.

It was moved by R. Mulholland: That the question be called.
CARRIED, 6 IN FAVOUR, 1 OPPOSED.

To the motion, **CARRIED, 5 IN FAVOUR, 1 OPPOSED.**

L. Orban resumed the Chair.

13. Accommodation – Waterdown High School

Speaking about a public meeting regarding accommodation concerns at this school, R. Woodworth advised that the community has asked for input from the Board regarding the issue.

It was moved by R. Woodworth: That administration provide a status report on the Accommodation issue at the Waterdown High School to the February, 2001 Business Committee meeting.

The Director indicated that Superintendents Cupido and Wibberley were at that meeting and will be able to bring back a report at the next meeting.

To the motion, **CARRIED UNANIMOUSLY.**

CORRESPONDENCE:

Laidlaw Transit Ltd.

No discussion.

Public Questions for Clarification

Nil.

The meeting then adjourned at 11:25 p.m.

rt

TRANSPORTATION APPEALS

BUSINESS COMMITTEE
2001 02 08

#5(a)

From: Debbie Pellerin
Sent: Monday, September 18, 2000 10:01 AM
To: 'transpor@hwdsb.on.ca'
Subject: FW: Request for Transportation Exception

The following is my appeal letter sent previously as I understand these are being addressed this week. My letter is in regard to safety issues my 11 year old daughter must face without busing being again, made available. Alternately, if her stop is not reinstated, please consider her being put on a bus with spaces remaining. This is an important issue to our family and we hope to hear from you very soon. Thank you,
Debbie Pellerin

Re: Sarah Pellerin, 22 Pineridge Drive, Hamilton
School: Cardinal Heights, grade 6

----- Original Message ----- **From:** Debbie Pellerin **To:** 'transpor@hwdsb.on.ca' **Sent:** Wednesday, August 09, 2000 12:01 PM
Subject: Request for Transportation Exception

Please consider this email my request for an exception under the new school board transportation policy. My family has just moved to 22 Pineridge Drive, Hamilton. When we purchased the house, my youngest daughter was to be bused to Ridgemount School, my middle daughter (age 11) was to be bused to Cardinal Heights and my oldest child (age 15) would make his own way to Hill Park. Now, due to the changes, my 11 year old is to walk to Cardinal Heights - a distance of 2.2 kilometers, just short of the new 2.4 kilometer maximum. My problem is not just the distance, but the area in which she must walk to arrive at school.

First, she has to walk down Stonechurch Road which is very busy and has no sidewalks on our side. In addition, the section she has to walk is currently under construction due to new homes being built. If she were to cross to reach the sidewalk, she'd be going in the wrong direction, plus having to cross without assistance of lights, crossing guard, etc. She then has to walk a very long distance across Upper Wellington Street where it is quite bare with vacant lands, large church property (let's not EVER forget Kristen French's circumstances) isolated areas, open fields and some wooded areas. She then has to go across the bridge crossing for the Linc and continue on - at this point there is actually more residential areas with town houses, etc.

We are very concerned for our daughter's safety, especially in light of the early start which Cardinal Heights has - she would likely have to leave home by 7:40 a.m. in order to be there on time; at times, it will still be quite dark. During the cold months, the areas she will have to walk will be extremely cold and unprotected.

I understand the need for this new policy but feel these types of changes can not be at the expense of our children's safety. Because I have 3 children all at different schools and starting at different times, it is almost impossible for me to

5(a)-1

drive them and/or have them walk in a "buddy system". In addition, my situation may be different than most. If you were to drive to my street you would see it is one street all alone - the closest street/survey is just that little bit further so that those children will all be bused, passing my child on their way. Those same children will be in her classes and will become her friends.

I have never had cause for busing and have been a taxpayer in Hamilton for 15 years. As suggested to my trustee, this is an area where I would even prefer to see user fees instituted as there is no substitution for safety where children are concerned. Even let it be on a basis for exceptions - I would be more than willing to pay a fee for each ride if allowed transportation for my daughter.

I have spoken with my school trustee, Lilian Orban, and she advised I contact your office directly. I have also contacted my Alderman who advises he has no jurisdiction in this area. Please review my situation and contact me at your earliest convenience at 905-575-0464 (home) or 905-540-9200 (work). For your information, I have not yet enrolled my children in their new schools and am, at this point, considering leaving them at their old ones rather worrying endlessly. Should this new policy remain in force and exceptions be difficult to obtain, I think the Board should consider boundary changes in these cases so that parents can send their children to a more appropriate school in respect to distances.

I look forward to receiving your response ASAP. Thank you for your time and consideration.

Sincerely,

Wayne and Debbie Pellerin
Concerned Parents

#5(b)

Ruth Millar

From: David Brodati <David.Brodati@css.gov.on.ca>
To: <rmillar@hwdsb.on.ca>
Cc: <lorban@hwdsb.on.ca>
Sent: Wednesday, January 31, 2001 12:25 PM
Attach: AHWDSB appeal.doc .doc
Subject: Business Committee - Transportation Safety Appeal

January 31, 2001 Via E-Mail

Mr. Merv Matier
 Board Secretary
 Hamilton-Wentworth District School Board

Dear Mr. Matier,

I would like to attend the February 8, 2001 Board of Trustees Business Committee meeting in order to appeal the Transportation Policy as it is being applied to my son, Jonathan, who attends Grade 6 at Westview Middle School. The basis of the appeal is safety. Please refer to my original appeal letter (attached) of September 14, 2000 for further details, but I will outline the situation as follows:

- We live in the Limeridge Rd. Upper Gage area and as per the Board's IPRC, my son was placed in the gifted program. For grades 6 through 8, the program is run out of Westview Middle School.

- As we live more than 2.4 Km's from the school, my son is eligible for transportation services, but the form of transportation offered is HSR bus tickets rather than school bus service.

- In order for my son to access HSR service to Westview, he would have to cross Upper Gage (a major arterial road feeding the on and off ramps of the Lincoln Alexander Expressway) near the Lincoln Alexander Expressway. Furthermore, He would have to transfer buses by crossing Mohawk Road (an arterial Road) and cross Mohawk Rd. once more to enter the neighbourhood where Westview is located. This presents, in my view, safety hazards that are well beyond those appropriate for a Grade Six student to navigate.

- The transportation Department has informed me that the Board has determined that since there are sidewalks, and traffic lights along Upper Gage, the situation does not meet the Board's safety criteria.

- It has come to my attention that direct school bus service has been re-instated for students living in my neighbourhood who attend Lawfield Middle School. The basis for this is the safety of students who use Upper Gage or Upper Sherman to cross the Linc. This is the same safety situation that my son would face, yet he is denied school bus service. In other words, if he was not in the Gifted Program and he attended his neighbourhood school (Lawfield - 10 minutes away) he would now be getting school bus service. But because he attends Westview and must travel many kilometers, he doesn't receive direct school bus service. This is both unfair and illogical.

I would like the Board to consider this appeal and provide safe transportation

for my son so that he may arrive at school in a safe, ready to learn manner as per the Board's own Transportation Policy Statement. I would recommend that the Transportation Department examine the possibility of re-instating a school bus service similar to what was provided to the Gifted Program students who attended grade 5 at Holbrook school last year. Many of those same students are now attending Westview and there may be some economic efficiencies by servicing this group.

I look forward to the opportunity to have the Board review this appeal.

Thank You.

David Brodati
10 Rowan Court
Hamilton, ON
L8W 1V9
work: 521-7566
home: 574-2948
david.brodatti@skylinc.net

David Brodati
10 Rowan Court
Hamilton, Ontario
L8W 1V9
905-574-2948

September 14, 2000

Mr. D. Sage
Transportation Department
C/O Hamilton Wentworth District School Board
P.O. Box 2558
100 Main Street West
Hamilton, Ontario
L8N 3L1

Dear Mr. Sage,

I am writing to appeal the decision of the Hamilton Wentworth District School Board in terms of the type of transportation service available to my son, Jonathan Brodati, who attends grade 6 at Westview Middle School.

Jonathan is 10 years old and, as determined by the IPRC, is in the Gifted Program at Westview. This is Jonathan's first year at Westview. Last year, he attended the Gifted Program at Holbrook where he received door to door school bus transportation service.

Our home residence is located near Upper Gage Avenue between Stonechurch and Limeridge Rd. As such, Jonathan is more than 2.4 km's from school and therefore qualifies for transportation services as per the Hamilton Wentworth District School Board Transportation Policy (Policy No. 10.01). The Transportation Department has informed me that the type of transportation service that Jonathan will receive is in the form of HSR bus tickets rather than direct school bus service.

In my view, the type of transportation service being offered by the Board places Jonathan at a severe safety risk. I believe that it is not safe to require a 10 year-old student to cross a major arterial road (Upper Gage) in order to take the Upper Gage HSR bus, disembark and cross another major arterial road (Mohawk Rd.), take the Mohawk Rd. bus to West Fifth, disembark and cross Mohawk Road again, and then walk 15 minutes to Westview School. Notwithstanding that the estimated one-way commuting time is approximately one hour and that this commuting stress will not place Jonathan in a position to arrive at school in a "ready-to-learn" state of mind, there are a number of safety risks that Jonathan will be exposed to on a daily basis – risks that are totally inappropriate for a child of his age. It is on this basis that I am requesting an appeal of the decision to provide Jonathan with HSR bus tickets, and request that Jonathan receive direct door to door school bus

transportation in order to fulfill the Board's commitment as outlined in its Transportation Policy.

According to the Board's Transportation Policy, **"home to school transportation will be safe, secure and on time, bringing students to school ready to learn, cost effectively, efficiently and within budget"**. It seems to me that the policy is placing equal weight on the sometimes conflicting objectives of safety and cost effectiveness. In other words, the policy strives to achieve a balance between the two objectives. However, I believe that the Board's decision to provide HSR bus tickets to children not yet ready to be exposed to the safety risks that that may entail, is skewed entirely to financial considerations and not paying any attention to the safekeeping of the students. This is not a balanced approach to implementing the Board's policy. As such, it is my view that the type of transportation service being offered Jonathan is not consistent with the intent of the Board's Transportation Policy Statement.

To re-iterate, I am formally requesting that the Hamilton Wentworth District School Board re-consider its decision to provide transportation services to Jonathan in the form of HSR bus tickets, and instead provide direct school bus service so that Jonathan may arrive at school safely and in a "ready-to-learn" state, thereby fulfilling the Board's own Policy Statement on Transportation. If the Board refuses to consider this appeal, I would request that the Board inform me of this decision in writing as well as **indicate that it is accepting full liability for the safety of Jonathan while he uses the form of transportation offered by the Board.**

Thank you for your timely consideration of this matter.

Sincerely,

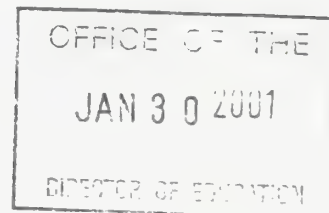
David Brodati

c.c. Ms. Lillian Orban - Trustee

#5(c)

Kim and Mike Gater
318 Elgin Place
Ancaster, Ontario
L9G 2M7

January 8, 2001



Mr. Merv Matier
Director of Education and Secretary to The Board
The Hamilton-Wentworth District School Board
100 Main Street West, P.O. Box 2558
Hamilton, Ontario
L8N 3L1

Dear Mr. Matier, —

We have just received your letter regarding the cancellation of transportation for our son Dustin. We are actually sickened that this decision has been made. Again, we would like to appeal this decision for the following reasons.

- (1) The school our child attends, Maple Lane, starts at Junior Kindergarten and goes only to grade 2. This means the youngest child attending would be four and the oldest child would be seven. How can you expect 4- 7 year olds to walk 1.6 km to and from school?
- (2) There are no sidewalks on the entire route that our son would have to walk to this school, there are no streetlights and there are no crossing guards. Our child would literally have to walk against on-coming traffic. This is hazardous in the summer time but in the wintertime this could have deadly consequences. These surveys are the last to be plowed and when they are the roadway is reduced so that two cars can barely pass one another. It is unfathomable to think that you expect a child to walk along slippery snow piled roads!
- (3) Our child then has to cross one of the busiest intersections in Ancaster (Fiddler's Green Road and Calvin Street) where there are on and off ramps to Ontario's busiest highway (the 403). This he must do unsupervised with no crossing guards. He then has to cross over the 403 highway bridge that has no proper sidewalks (there's a space barely wide enough for one person to walk along). I wish I had a picture of this bridge when we had all of that snow prior to Christmas, the road was plowed but they plowed all the snow on to that little walk way and that was not cleared!! Do you expect a child to climb over the snow to get to the school on the other side? An adult could not even walk over it. It would be suicidal to even attempt it!
- (4) We have had two pieces of correspondence sent home from our son's school from the Hamilton Wentworth Regional Police. These correspondence have informed the parents of 5 incidences where young children, male and female, have been accosted and have almost been kidnapped by individuals preying on young children unattended by adults. Four and seven year olds would not have a chance against an adult trying to abduct them – these individuals would overpower these children with ease. We teach our children about strangers and all the "tricks" they

try to lure children, but you cannot expect them to protect themselves and fend off these disgusting individuals.

- (5) Every time we appeal to this board with our safety concerns we are told that they are not your problem and that our children are not your responsibility and that we should have thought about all of these safety concerns before our children entered school. Well we are writing tell you that we did think about all of these concerns. We bought a house directly and we mean directly across the street from Grange School, which went from JK to grade 6. We bought this house as a direct result of our concerns for our children's safety. We wanted to be able to watch our child walk to and from school from our window without having to be concerned for his safety and specifically so he would not have to take a bus. He was enrolled at Grange school, he met his teacher, he had his interview with the teacher, he was given a school tour and he sat in on an afternoon kindergarten class. Two weeks before he was to start school, we received a letter in the mail stating that he would not be able to attend Grange School, but that he was to attend Maple Lane School and that he would have to be bussed there. What a blow!! Since the dividing of Grange School this is what we had to endure – and endure we did not liking it one bit. Now you are telling us that his transportation is being cancelled. We don't know how we could have made a more responsible decision as parents to buy this house. We were looking after our children and making their safety our number one concern. As far as we are concerned you are making irresponsible decisions that our children have to suffer for. How can you say that there are no safety concerns where our child is concerned? How can you tell us that it is safe for our child to walk these treacherous roads? If you were in our position and this was your child we were talking about, I'm sure you would be outraged too and do everything in your power to have this decision turned! We have three children, Dustin being the oldest at six and then we have a two year old and a one year old. How do you expect me to push a stroller down snow-covered roads with no sidewalks and hold the hand of a two year old at the same time? You say these concerns are not your problem, but why should they be ours when we made the right decision (so we thought) to buy a house directly across the street from his school?

We are writing to ask you to please look at our specific safety concerns a little more closely and beg of you to change your decision. Dustin will be attending Grange School in two more years, but then our safety concerns begin anew when our two younger children will be of school age. Please give us the peace of mind that our child will be allowed to have a safe trip to and from school by providing him the transportation that he so rightly deserves

Sincerely,

Kim & Mike Gater

Extremely concerned parents,
Kim and Mike Gater

A C T I O N I T E M S

BUSINESS COMMITTEE
2001 02 08

#9

Business Committee

The Hamilton-Wentworth District School Board

Memo

Approved for distribution
by the Director.

Signature: _____

Date: _____

M. Matier
Feb 2 2001

To: Merv Matier, Director of Education and Secretary

From: Jim Wibberley, Superintendent of Education

Date: February 8, 2001

Re: Status: Waterdown District High School Accommodation

Recommended Action:

Moved by: _____

That the Status: Waterdown District High School Accommodation report be received for information.

Rationale:

Current accommodation parameters with respect to Waterdown District High School are as follows:

- | | |
|---|---------|
| ➤ October 31, 2000 FTE enrolment | 1,166.5 |
| ➤ Ministry capacity of W.D.H.S. | 987.0 |
| * <i>Capacity of portables is not included in Ministry capacity</i> | |
| * <i>Ministry capacity based on average class size of 21:1</i> | |
| ➤ Number of portables currently in use at W.D.H.S. | 6.0 |

Further to the above, the following comments were provided by members of the W.D.H.S. community at a public meeting regarding accommodation on January 17, 2001.

- The potential exists for significant growth in Waterdown as new residential property is released and serviced.
- There is limited space for portables at the present time, however an expanded compliment of portables can satisfy the needs of the school at the present time.
- The community wants its students educated in the area and not bussed to other Board schools. In addition, nearby secondary schools will not likely have the capacity required to absorb a significant number of Waterdown secondary students.
- Administration will continue to monitor the growth in the area and review accommodation options including an addition to the school or perhaps an additional school in the Waterdown area.
- The present funding model presents the Board with significant challenges in terms of creating new pupil spaces while the Board has excess capacity in the system.

#10

February 8, 2001

TO: Merv Matier, Director of Education and Secretary

FROM: A. Cupido, P.Eng., Superintendent of Plant Services

RE: Tender Results – Sir Winston Churchill Roofing Project

Recommended Action:

Moved by _____ seconded by _____ that the Sir Winston Churchill School re-roofing project be awarded to Atlantic Roofers Ontario Ltd. in the amount of \$236,200. plus GST.

Background:

Pursuant to the Board's Procurement Policy, all projects valued over \$100,000.00 shall be approved by the Board.

The Board, at its meeting of June 20, 2000, approved the 2000-2001 Building Renewal Plan which included the Sir Winston Churchill Secondary School re-roofing project.

Due to the ongoing maintenance problems and roof leaks at this school, the design was initiated early in the school year.

During the design phase, it was recognized that significant water damage has occurred to the "tectum" roof deck in the gym mechanical area. A roofing consultant has concluded that the roof deck has deteriorated significantly and it is highly recommended that the Board replace the "tectum" deck during the roof project.

The replacement of the tectum roof deck to this project makes the scope much larger than originally anticipated. It was not accounted for in the original budget.

Due to the extremely poor condition of the Gym Storage this area was priced along with the originally proposed replacement areas.

The Superintendent of Plant Services has reviewed this year's roof program and several smaller roof repairs approved in the renewal program are proposed to be deferred until next year and their priority reconsidered. It has become evident the scope of the major roof repairs approved for this year are much larger in scope than originally anticipated. The proposed projects to be deferred and reprioritized are:

G.R. Allan	\$11,000.
Lincoln Alexander	29,800.
Mount Hope (Portable)	12,640.
Cardinal Heights	14,300.
Central	<u>30,000.</u>
	\$97,740.

The work is scheduled to commence the week of March 12, 2001 (March Break).

10-1

Financial Analysis:

The tender results are indicated in Appendix A. The low bidder is being recommended. The low bidder is Atlantic Roofers Ontario Ltd. They are located at 130 Brockley Drive, Unit B, Hamilton, Ontario, L8E 3C5.

<u>Tender Result</u>	Gym Roof	\$131,400.
	Tectum	51,400.
	Gym Storage Roof	<u>53,400.</u>
		\$236,200. + GST

<u>Budget</u>	Renewal Budget	\$158,000.
	Deferred Projects	97,740.
	Fees & Permits	<u>15,000.</u>
		\$270,740.

AC/bb

Att.

THE HAMILTON - WENTWORTH DISTRICT SCHOOL BOARD

SIR WINSTON CHURCHILL ROOFING TENDER RESULTS

TENDER CLOSED: January 31, 2001, 2:00 pm.

BASE BID: Modified Bitumin System

Contractor	Duration (Days)	Bonds	Area 102 Gym Sto.	Area 403 Gym	Area 404 Gym/Mech	Total	GST	Total
ATLANTIC	20	Y	\$53,400.00	\$88,600.00	\$94,200.00	\$236,200.00	\$16,534.00	\$252,734.00
JULIAN	24	Y	\$58,650.00	\$92,300.00	\$99,150.00	\$250,100.00	\$17,507.00	\$267,607.00
BML	25	Y	\$57,400.00	\$92,500.00	\$98,600.00	\$248,500.00	\$17,395.00	\$265,895.00
RIDDELL	25	Y	\$53,650.00	\$95,550.00	\$102,600.00	\$251,800.00	\$17,626.00	\$269,426.00
SCHRIEBER	20	Y	\$55,470.00	\$89,200.00	\$102,840.00	\$247,510.00	\$17,325.70	\$264,835.70

METAL DECK
2" EXTRUDED POLYSTYRENE
4 PLY ASPHALT BUR MEMBRANE
PEA GRADE GRAVEL

403	-	9672
404	-	4673
502	-	1716

METAL DECK
1 PLY KRAFT VAPOUR RETARDER
1 5" ISOCYANURATE INSULATION
TAPERED FIBREBOARD INSULATION
2 PLY MODIFIED BITUMEN MEMBRANE





































TECTUM DECK
EXISTING 4 PLY ASPHALT BUR MEMBRANE
1 1/2" ISOCYANURATE INSULATION
TAPERED FIBREBOARD INSULATION
2 PLY MODIFIED BITUMEN MEMBRANE

NEW METAL DECK
1 PLY KRAFT VAPOUR RETARDEE
1 1/2" ISOCYANURATE INSULATION
TAPERED FIBREBOARD INSULATION
2 PLY MODIFIED BITUMEN MEMBRANE




METAL DECK
1 PLY KRAFT VAPOUR RETARDER
1 5" ISOCYANURATE INSULATION
TAPERED FIBREBOARD INSULATION
2 PLY MODIFIED BITUMEN MEMBRANE

6. ABC A' B' C' ... C' C' B' ... C' C' A' ...

2000 2001 2002 2003 2004 2005 2006 2007 2008 2009 2010 2011 2012 2013 2014 2015 2016 2017 2018 2019 2020 2021 2022 2023 2024 2025 2026 2027 2028 2029 2030 2031 2032 2033 2034 2035 2036 2037 2038 2039 2040 2041 2042 2043 2044 2045 2046 2047 2048 2049 2050 2051 2052 2053 2054 2055 2056 2057 2058 2059 2060 2061 2062 2063 2064 2065 2066 2067 2068 2069 2070 2071 2072 2073 2074 2075 2076 2077 2078 2079 2080 2081 2082 2083 2084 2085 2086 2087 2088 2089 2090 2091 2092 2093 2094 2095 2096 2097 2098 2099 2100 2101 2102 2103 2104 2105 2106 2107 2108 2109 2110 2111 2112 2113 2114 2115 2116 2117 2118 2119 2120 2121 2122 2123 2124 2125 2126 2127 2128 2129 2130 2131 2132 2133 2134 2135 2136 2137 2138 2139 2140 2141 2142 2143 2144 2145 2146 2147 2148 2149 2150 2151 2152 2153 2154 2155 2156 2157 2158 2159 2160 2161 2162 2163 2164 2165 2166 2167 2168 2169 2170 2171 2172 2173 2174 2175 2176 2177 2178 2179 2180 2181 2182 2183 2184 2185 2186 2187 2188 2189 2190 2191 2192 2193 2194 2195 2196 2197 2198 2199 2200 2201 2202 2203 2204 2205 2206 2207 2208 2209 2210 2211 2212 2213 2214 2215 2216 2217 2218 2219 2220 2221 2222 2223 2224 2225 2226 2227 2228 2229 2230 2231 2232 2233 2234 2235 2236 2237 2238 2239 2240 2241 2242 2243 2244 2245 2246 2247 2248 2249 2250 2251 2252 2253 2254 2255 2256 2257 2258 2259 2260 2261 2262 2263 2264 2265 2266 2267 2268 2269 2270 2271 2272 2273 2274 2275 2276 2277 2278 2279 2280 2281 2282 2283 2284 2285 2286 2287 2288 2289 2290 2291 2292 2293 2294 2295 2296 2297 2298 2299 2300 2301 2302 2303 2304 2305 2306 2307 2308 2309 2310 2311 2312 2313 2314 2315 2316 2317 2318 2319 2320 2321 2322 2323 2324 2325 2326 2327 2328 2329 2330 2331 2332 2333 2334 2335 2336 2337 2338 2339 2340 2341 2342 2343 2344 2345 2346 2347 2348 2349 2350 2351 2352 2353 2354 2355 2356 2357 2358 2359 2360 2361 2362 2363 2364 2365 2366 2367 2368 2369 2370 2371 2372 2373 2374 2375 2376 2377 2378 2379 2380 2381 2382 2383 2384 2385 2386 2387 2388 2389 2390 2391 2392 2393 2394 2395 2396 2397 2398 2399 2400 2401 2402 2403 2404 2405 2406 2407 2408 2409 2410 2411 2412 2413 2414 2415 2416 2417 2418 2419 2420 2421 2422 2423 2424 2425 2426 2427 2428 2429 2430 2431 2432 2433 2434 2435 2436 2437 2438 2439 2440 2441 2442 2443 2444 2445 2446 2447 2448 2449 2450 2451 2452 2453 2454 2455 2456 2457 2458 2459 2460 2461 2462 2463 2464 2465 2466 2467 2468 2469 2470 2471 2472 2473 2474 2475 2476 2477 2478 2479 2480 2481 2482 2483 2484 2485 2486 2487 2488 2489 2490 2491 2492 2493 2494 2495 2496 2497 2498 2499 2500 2501 2502 2503 2504 2505 2506 2507 2508 2509 2510 2511 2512 2513 2514 2515 2516 2517 2518 2519 2520 2521 2522 2523 2524 2525 2526 2527 2528 2529 2530 2531 2532 2533 2534 2535 2536 2537 2538 2539 2540 2541 2542 2543 2544 2545 2546 2547 2548 2549 2550 2551 2552 2553 2554 2555 2556 2557 2558 2559 2560 2561 2562 2563 2564 2565 2566 2567 2568 2569 2570 2571 2572 2573 2574 2575 2576 2577 2578 2579 2580 2581 2582 2583 2584 2585 2586 2587 2588 2589 2590 2591 2592 2593 2594 2595 2596 2597 2598 2599 2600 2601 2602 2603 2604 2605 2606 2607 2608 2609 2610 2611 2612 2613 2614 2615 2616 2617 2618 2619 2620 2621 2622 2623 2624 2625 2626 2627 2628 2629 2630 2631 2632 2633 2634 2635 2636 2637 2638 2639 2640 2641 2642 2643 2644 2645 2646 2647 2648 2649 2650 2651 2652 2653 2654 2655 2656 2657 2658 2659 2660 2661 2662 2663 2664 2665 2666 2667 2668 2669 2670 2671 2672 2673 2674 2675 2676 2677 2678 2679 2680 2681 2682 2683 2684 2685 2686 2687 2688 2689 2690 2691 2692 2693 2694 2695 2696 2697 2698 2699 2700 2701 2702 2703 2704 2705 2706 2707 2708 2709 2710 2711 2712 2713 2714 2715 2716 2717 2718 2719 2720 2721 2722 2723 2724 2725 2726 2727 2728 2729 2730 2731 2732 2733 2734 2735 2736 2737 2738 2739 2740 2741 2742 2743 2744 2745 2746 2747 2748 2749 2750 2751 2752 2753 2754 2755 2756 2757 2758 2759 2760 2761 2762 2763 2764 2765 2766 2767 2768 2769 2770 2771 2772 2773 2774 2775 2776 2777 2778 2779 2780 2781 2782 2783 2784 2785 2786 2787 2788 2789 2790 2791 2792 2793 2794 2795 2796 2797 2798 2799 2800 2801 2802 2803 2804 2805 2806 2807 2808 2809 2810 2811 2812 2813 2814 2815 2816 2817 2818

	ANTENNA		HVA UNIT ON SLEEPERS
	DRAINAGE		JACKET
	CABLE TRAY		UNIT REST
	WAVE IN CIRCLE		PIPE IN PORT
	HINGE		PITCH POCKET
	WAVE IN LINE		PLUMBING OR SOIL STACK
	CABLE UNIT		BOX
	DRAIN		SATELLITE DISH
	EXHAUST FAN ON		SCUPPER
	EXPANSION JOINT		SECURITY CAMERA
	EXPANSION WINDOW		GROUND
	FLARE PIPE		SLOPE
	GAP BETWEEN		SQUARE VENT
	ROOFLINE VENT		SQUARE VENT OVER EAVE
	GOOSENSORED VENT ON OVERSD CURB		TALL CONE OF TRAFFIC
	HATCH		TALL CONE OF TRAFFIC ON ROOF
	HVA UNIT		WATER OPEN
	HVA UNIT ON		WALKWAY

DRAINAGE

"TAPRED" INSULATION		NEW ROOF DRAIN TO BE INSTALLED
DIRECTION OF WATER DRAINAGE		INSULATION SUMP
TOTAL INSUL. THICKNESS		INSULATION CRICKET

ROOFING CONTRACTOR SHALL BE RESPONSIBLE
SITE VERIFICATION OF ALL ROOF MEASUREMENT

irc **IRC Building Sciences Group Inc.**
MISSISSAUGA • TAWA • LONDON • CALGARY
TOLL FREE 1-888-607-5245
TEL 905-607-7244 FAX 905-607-7288

ROOF PLAN.

Year	1990	1991	1992	1993
1990	1.0	1.0	1.0	1.0
1991	1.0	1.0	1.0	1.0
1992	1.0	1.0	1.0	1.0
1993	1.0	1.0	1.0	1.0

PE 211
 SIR WINSTON CHURCHILL
 SECONDARY SCHOOL
 70 VAN STREET EAST HAMILTON

5486

NORTH

0-172SP



1. $\frac{1}{2}$ 2. $\frac{1}{2}$ 3. $\frac{1}{2}$ 4. $\frac{1}{2}$ 5. $\frac{1}{2}$ 6. $\frac{1}{2}$ 7. $\frac{1}{2}$ 8. $\frac{1}{2}$ 9. $\frac{1}{2}$ 10. $\frac{1}{2}$

DEC 19/00

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DWC #

21

11

The Hamilton-Wentworth District School Board

Memorandum

TO: Merv Matier, Director of Education and Secretary

FROM: Don Grant, Superintendent of Business and Treasurer
Irene Polidori, Manager of Financial Services
Lucy Veerman, Manager of Budget

DATE: February 8, 2001

RE: 2000/2001 Financial Report - December 31, 2000

Approved for distribution
by the Director

Signature:

M. Matier

Date:

Feb 8, 2001

Recommendations:

Moved by: _____

That the 2000/2001 Financial Report - December 31, 2000 be received for information.

Rationale:

The attached report identifies expenditures, commitments and revenues as at December 31, 2000.

[Handwritten signature]

11-1
The Hamilton-Wentworth District School Board

2000/2001 Financial Reporting - December 31, 2000

	<u>Budget Approved June 2000</u>	<u>Revised Budget</u>	<u>Actuals as at Dec 31, 2000</u>	<u>% of Revised Budget</u>	<u>Notes</u>
Expenditures		Note 1			
CLASSROOM					
Classroom Teachers/Library/Guidance	\$ 188,025,931	188,025,931	62,042,248	33.00%	(2)
Occasional Teachers	4,584,435	4,834,435	1,965,457	40.66%	
Educational Assistants	11,837,720	12,780,185	3,938,647	30.82%	
Classroom Computers	3,255,004	3,255,004	836,244	25.69%	
Textbooks and Supplies	12,268,986	12,418,986	4,972,686	40.04%	
Professionals and Para-Professionals	6,431,704	6,431,704	2,058,660	32.01%	
Staff Development	740,996	790,996	66,551	8.41%	
	<u>227,144,776</u>	<u>228,537,241</u>	<u>75,880,493</u>	<u>33.20%</u>	
NON-CLASSROOM					
Co-ordinators and Consultants	2,946,754	2,946,754	902,610	30.63%	(2)
Teacher's Preparation Time	23,816,982	23,816,982	8,191,449	34.39%	(2)
Principals & Vice-Principals	16,833,281	16,833,281	6,411,542	38.09%	
Department Heads	610,316	610,316	251,301	41.18%	
School Office	9,145,482	9,145,482	3,106,657	33.97%	
Continuing Education	2,616,791	2,616,791	690,482	26.39%	
	<u>55,969,606</u>	<u>55,969,606</u>	<u>19,554,041</u>	<u>34.94%</u>	
BOARD ADMINISTRATION & GOVERNANCE					
Trustees	125,906	125,906	25,195	20.01%	
Directors & Supervisory Officers	1,453,154	1,453,154	436,373	30.03%	
Board Administration	9,916,702	9,916,702	3,513,377	35.43%	
	<u>11,495,762</u>	<u>11,495,762</u>	<u>3,974,945</u>	<u>34.58%</u>	
TRANSPORTATION					
Pupil Transportation	10,610,669	10,610,669	4,018,743	37.87%	
PUPIL ACCOMMODATION					
Operations & Maintenance	36,885,602	36,885,602	12,130,010	32.89%	
School Renewal	7,458,410	7,458,410	3,674,132	49.26%	
New Pupil Places	-	-	-	-	
Other Capital and Approved Debt	9,284,796	9,284,796	2,677,348	28.84%	
	<u>53,628,808</u>	<u>53,628,808</u>	<u>18,481,490</u>	<u>34.46%</u>	
Total Expenditures	<u>\$ 358,849,621</u>	<u>360,242,086</u>	<u>121,909,712</u>	<u>33.84%</u>	
Revenues					
Student Focused Funding - Legislative Grants	\$ 357,719,283	359,111,748	134,706,578	37.51%	(2)
Miscellaneous Revenue	2,630,338	2,630,338	1,272,596	48.38%	
Prior Year's Deficit	(1,500,000)	(1,500,000)	(1,491,223)	99.41%	
Total Revenues	<u>\$ 358,849,621</u>	<u>360,242,086</u>	<u>134,487,951</u>	<u>37.33%</u>	

The Hamilton-Wentworth District School Board

2000/2001 Financial Reporting

Notes to Financial Information

December 31, 2000

Note 1

The 2000/2001 Budget was approved on June 20, 2000. Subsequent to this date, the Board approved the following motion:

October 19, 2000 Board:

That the non-allocated portion of the additional 2000/2001 ISA 2+3 funding be utilized to reinstate the 2000/2001 budget adjustment approved on June 20, 2000 relative to an increase in the number of Special Education Educational Assistants and the remaining differential be allocated to increase the Education Assistant Temporary Assistance budget.

This motion results in an increase in the following expenditure categories:

Educational Assistants (including temporary assistance)	942,465
Occasional Teachers	250,000
Classroom Supplies and Textbooks	150,000
Staff Development	50,000
	<u>\$ 1,392,465</u>

Note 2

Actual expenditures to December 31, 2000 reflect savings as a result of the elementary strike/lockout which occurred from October 30, 2000 to November 21, 2000. Regulation 486/98 provides the legislative authority for the calculations surrounding the savings and expenses incurred by school boards in the event of a strike or lock-out of employees. An application for approval of strike related expenses will be submitted to the Ministry of Education.

The Hamilton-Wentworth District School Board

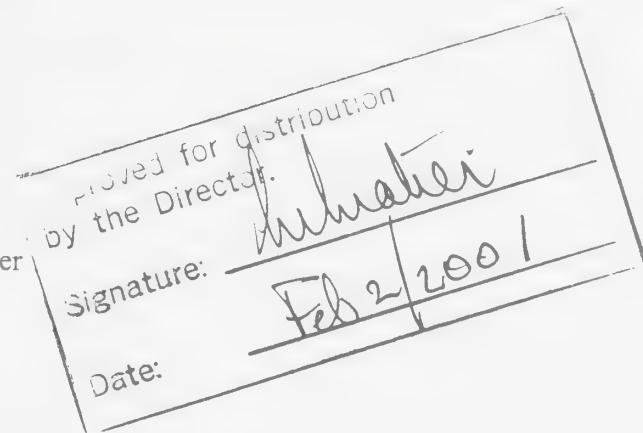
Memo

To: Merv Matier, Director of Education and Secretary

From: Don Grant, Superintendent of Business and Treasurer
Lucy Veerman, Manager of Budget

Date: February 8, 2001

Re: 2000/2001 Resource Allocation Summary

**Recommended Action:**

Moved by: _____

That the 2000/2001 Resource Allocation Summary be received for information.

Rationale:

The Hamilton-Wentworth District School Board is committed to providing the very best in quality education throughout the new City of Hamilton. We are meeting the many challenges of provincial educational restructuring while complying with significant Provincial funding restraints.

As indicated in Budget Development Principle #5, the School Board feels a responsibility to inform the public, our staff and our community partners about the services that are provided in our school system and the commitment of resources to those services. Consequently, the Resource Allocation Summary is prepared on an annual basis.

The attached document captures the current allocation of resources to services and programs of the Hamilton-Wentworth District School Board based on the approved 2000/2001 Budget, updated for changes approved by the Board up to January 31, 2001 and actual enrolment/staffing as at October 31, 2000. Specifically, the purpose of the Resource Allocation Summary is to:

- establish a baseline for preparation of the upcoming year's budget
- identify revenues and spending as categorized by the Ministry of Education
- communicate key areas where the Board has varied from the Ministry allocation framework in order to meet local needs
- increase understanding of the key concepts of the funding model

Directly following presentation of the "Resource Allocation Summary" to the Board, administration will conduct information sessions in order to share this material as provided in the Budget Development Principles.

Handwritten signature of Lucy Veerman.

#13

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

Memo

To: Merv Matier, Director of Education and Secretary
From: Don Grant, Superintendent of Business and Treasurer
Irene Polidori, Manager, Finance
Date: February 8, 2001

Moved for distribution
by the Director.

Signature: 

Date: Feb 2 / 2001

Re: Transfer of Trust Funds from the Hamilton-Wentworth District School Board to The
Hamilton-Wentworth District School Board Foundation

Recommended Action:

Moved by _____

That the Trust Funds of The Hamilton-Wentworth District School Board be transferred to The
Hamilton-Wentworth District School Board Foundation.

The Hamilton-Wentworth District School Board has a number of Trust Funds that provide for
awards to students at graduation or assemblies.

In order to ease the administration of the trust funds, we request that these trust funds be
transferred to The Hamilton-Wentworth District School Board Foundation.

The trust funds are as follows:

A. K. King Award
Alumni Award
CGA Hamilton Award
Cheryl Anne Facey Award
E. Basadur Award
E. M. Ottman Award
E.A. & W. C. Ryckman Award
Ernie Weeks Male Athlete of the Year Award
Former Waterdown High School Award
Great War Memorial Award
H. B. Craig Award

Hope Lee Award
J. L. Gibson Award
J. Mills Award
L. Pocklington Award
Mollica Award
Nugent Award
Old Valley School Award
Ray McCormick Award
Russell J. Wood Award
Weeks Shield Award
William J. Summers Award



14

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

Memo

To: The Chair and Members of the Business Committee

From: Merv Matier, President of the Foundation
Dr. Elizabeth Bond, Director of the Foundation
Lucy Veerman, Secretary and Treasurer of the Foundation
Irene Polidori, Manager of Finance

Date: February 8, 2001

Re: The Audited Financial Statements of the Foundation

Approved for distribution
by the Director.

Signature: Merv Matier

Date: Feb 2 2001

Recommended Action:

Moved by _____,

That the audited financial statements for the year ended December 31, 1999 for The Board of Education for the City of Hamilton Foundation be received for information,
- and -

That the audited financial statements for the eight-month period ended August 31, 2000 for The Hamilton-Wentworth District School Board Foundation be received for information.

Rationale:

The Hamilton-Wentworth District School Board has a Foundation to facilitate the acceptance of donations to be used for the education of students at its schools. The Foundation is a registered charitable organization and can issue receipts eligible for income tax purposes. Donations to the Foundation are used to award students at graduation and to assist individual schools.

The Foundation operated as The Board of Education for the City of Hamilton Foundation until August 16, 2000 when the Foundation received permission from the Ministry of Consumer and Commercial Affairs to change its name to The Hamilton-Wentworth District School Board Foundation. The Foundation also changed its fiscal year from December 31 to August 31, in order to coincide with the fiscal year of the Hamilton-Wentworth District School Board.

The statements have been audited by the external auditor appointed by the Foundation, KPMG LLP, Chartered Accountants.

Attachment:

The Audited Financial Statements of The Board of Education for the City of Hamilton Foundation, for the year ended December 31, 1999.

The Audited Financial Statements of The Hamilton-Wentworth District School Board Foundation, for the eight-month period ended August 31, 2000.

#15

The Hamilton-Wentworth District School Board

Memo

TO: Director of Education and Secretary

FROM: Don Grant, Superintendent of Business and Treasurer,
Daryl Sage, Manager of Accommodation and Planning

DATE: February 8, 2001

RE: 2000/2001 Transportation Expenditure Forecast

Approved for
by the Director.

Signature: M. M. M. M. M.

Date: Feb 2/2001

Recommendations:

Moved by: _____

That the 2000/2001 Transportation Expenditure Forecast report be received for information.

RATIONALE

The 1999/2000 Resource Allocation Summary noted that since amalgamation the board has been able to

- establish a common contract for all transportation carriers
- implement a computerized routing system
- introduce double and triple runs to optimize use of available buses
- use public transportation services where available

However, this report also indicated that transportation expenditures for 1999/2000 were projected to exceed Ministry funding by approximately \$1.2 million.

The 2000/2001 year challenges of delivering transportation services within a dramatically reduced budget have been further complicated by carriers rising costs. Specifically since 1997, increases in new vehicle purchases, maintenance, wages and fuel escalation have had considerable impact on the industry. With a Board negotiated contract being fixed over this period of time, pressure on carrier margins have been increasing. To assist, administration has continued to work with carriers to seek efficiency solutions aimed at sustaining both carriers viability without compromise to the highest level of safety for our transported students.

In June 2000, the Board approved a transportation policy which focussed on the harmonization of former Board's transportation services. This new policy combined with efforts in the area of special education and the co-ordination of school bell times has assisted in reducing 2000-2001 transportation expenditures. Although, when current costs are annualized, expenditures are projected to exceed the 2000-2001 budget by approximately \$390,000.

Exhibit A provides a financial overview of the projected 2000-2001 deficit. This deficit will be offset in part, by the additional Ministry funding of approximately \$250,000.

Since the implementation of the new transportation policy, the Board has considered and provided over riding direction to administration in the areas of

- catchment anomalies
- distance recalculation on 42 schools to the point of access
- safety hazards
- public transit for eligible gifted students
- other special considerations

Todate, these noted adjustments have increased additional student ridership by approximately 1300 students. Although every effort has been made to find routing solutions at minimal cost, the additional engagement of five vehicles has been necessary. The annualized cost of these vehicles is approximately \$160,000.

In an effort to mitigate the projected deficit, administration will continue to focus on the evaluation of existing service and attempt to maximize the use of larger, less expensive vehicles.

Since amalgamation, efforts being put forth to deliver transportation services has resulted in significant inroads being made towards balancing service with funding.



15.2
Transportation Expenditure Forecast
To June 30 2001

Exhibit A

Estimated Costs by Category	Vehicle Type	# of Elem. Vehicles as of January /01	# of Secd. Vehicles as of January /01	Total Vehicle Count as of January /01	Estimated Cost Based on 190 Instructional Days	Student Counts by Vehicle Type	Vehicle Count as of June 2000	Vehicle Variance From June /00 to January /01
Regular Home to School	72 Passenger	96	80	176	\$5,518,020	14100	191	15
Jk & Sk Noon Regular Runs		16	0	16	\$125,210	160	13	-3
Special Education	20 Passenger	64	12	76	\$1,988,160	654	83	7
Special Education	Vans	6	9	15	\$393,300	70	19	4
Special Education	W/Chair	28	18	46	\$1,275,850	279	46	0
Mid Day Early Spec Ed Dismissal		6	0	6	\$34,200			
Taxi	Special Education				\$783,737	188		
HSR	Regular				\$312,801	718		
	Special Education				\$158,285	360		
Provincial Schools					\$195,000			
Miscellaneous					\$30,000			
General Brock					\$30,400			
Total Projected Transportation Expenditure					\$10,844,963	16,529		
2000 - 2001 Transportation Budget					\$10,454,963			
Projected Transportation Deficit to June 30, 2001					\$390,000			

ADDITIONAL
INFORMATION FOR
THIS EVENING'S
MEETING OF THE
EDUCATION COMMITTEE

Open Agenda

ACTION ITEMS:

6. Summary of Parent and Community Feedback on the Grade 5 to 8
Growth and Development Curriculum Support Packages
Page 6-9(a) [This page was inadvertently omitted.]

Please add this information to your agenda package.

EDUCATION COMMITTEE
2001 02 01

GRADE 6

In total, 32 parents provided feedback on the Grade 6 curriculum support package. Their rating of the curriculum's support package's age appropriateness, interest and appeal, and ability to involve students are summarized in Table 2.

Table 2. Parents' Rating Scores for Grade 6 Curriculum Support Package

Question	N*	Percent of respondents selecting each rating score (%)				Average Rating
		Not at all (1)	For Some (2)	For Many (2.5) ❖	For Most (3)	
Age Appropriateness	32	0%	16%	6%	78%	2.81
Interest & Appeal	32	0%	22%	6%	72%	2.75
Student Involvement	32	0%	19%	13%	69%	2.75

*number of responses.

❖A number of parents reviewing packages for Grade 6 indicated a score at the halfway point between 2 and 3.

NOTE: percentages may not add up to 100% due to rounding.

Age appropriateness

Over three-quarters (78%) of parent respondents rated the curriculum support package as 'age appropriate' for most of the kids. A further 22% rated the material as age appropriate for some (16%) or many (6%) kids. None of the parents rated the curriculum as 'not at all age appropriate'. The average rating for age appropriateness was high at 2.81 out of 3.00 (see Table 2).

Most written comments indicated that parents' found the lesson plans '*important for children to know*', '*very appropriate*', '*greatly needed*', '*fair*', '*timely*', and '*reasonable*'. As one parent wrote, "*Even if they are not ready to understand the whole concept, I feel they are ready to hear it*". The materials were thought to help kids make '*informed decisions*' and provide necessary '*answers*' to kids' questions.

Several parents thought, "*parts and functions (of the package) seem to be a bit too detailed for this age level*". One parent had "*some serious concerns regarding the age appropriateness of some of this material...*".

Whereas, others found the materials to be "*a bit too elementary – most students will have knowledge (not all accurate) in advance of this and we should be keeping up with them, not trailing behind.*"

Ability to interest and appeal to students

The majority (72%) of parents felt the curriculum was very interesting for most of the kids, 6% felt it was interesting for many kids and the remaining 22% felt it was interesting for some of the kids. No parents rated the curriculum as 'not at all interesting'. The average rating for interest and appeal was 2.75 out of 3.00 (see Table 2).

Written comments suggested that most parents believed the activities would interest the students and were fun, informative and easy to understand.

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

CAB ON HW 626
A33B
2001
SPECIAL MEETING OF THE
BUSINESS COMMITTEE

Wednesday, February 14, 2001

7:00 p.m.

A G E N D A

7:00 p.m.

- | | | | |
|------|----|---|-----------|
| 7:00 | 1. | Call to Order | L. Orban |
| | 2. | Approval of Agenda | |
| 7:05 | 3. | Presentation: Report of the Scott Park School Closure Review Committee | E. Bond |
| 7:40 | 4. | Presentation: Report of the Mountain/Parkview School Closure Review Committee | E. Bond |
| 8:15 | 5. | Break | |
| 8:25 | 6. | Report re Secondary (Type 2 Schools) Schools Closures Review | M. Matier |
| | 7. | Discussion and Action re Scott Park | |
| | 8. | Discussion and Action re Mountain/Parkview | |

URBAN MUNICIPAL

FEB 28 2001

GOVERNMENT DOCUMENTS

Future Special Meetings of the Business Committee:

Saturday, March 3, 2001	9:00 a.m.
Monday, March 5, 2001	6:00 p.m.
Monday, March 19, 2001	6:00 p.m.

February 14, 2001

**REPORT OF THE SCOTT PARK SCHOOL CLOSURE
REVIEW COMMITTEE**
to
**THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD
BUSINESS COMMITTEE**

BACKGROUND INFORMATION

**Composition of the Scott Park School Closure Review Committee
(School Closure Policy 4.01, Article 8)**

Superintendent of Education (Chair)
Trustee
Superintendent of Business
Manager of Accommodation and Planning
OSSTF-OCTU Support Representative
CUPE Support Representative
Non-Parent Ratepayer

Scott Park
Principal
Teacher
School Council Chair
Other Parent Representative
Student Representative

Delta
Principal
School Council Chair

Sir John A. Macdonald
Principal
Teacher
School Council Chair

Sir Winston Churchill
Principal
Teacher
School Council Chair
Other Parent Representative
Student Representative

Elizabeth Bond
Eleanor Johnstone
Don Grant
Daryl Sage
Anne Marie Reid
Paul Christopher
Rev. Bob Sim
Bob Philips

Leann Yarwood
Wanda Bielak-Montemurro
Nancy Burman
Georgina Connor
Geoff Connor

Jon Sims
Jane French

Murray Kilby
T. Van Howvalaak
Sandra O'Grady

Liz Shuttleworth
Colleen Wray
Cathy Watters
Linda Walters
J. Watson

Dates, Times and Locations of Meetings

September 13, 2000	6:30-9:30	Scott Park
October 11, 2000	6:30-9:30	Scott Park
October 25, 2000	6:30-9:30	Scott Park
November 14, 2000	5:30-9:00	Scott Park
November 29, 2000	6:30-9:30	Scott Park
December 11, 2000	6:30-9:30	Scott Park
January 10, 2001	6:30-9:30	Scott Park
January 15, 2001	6:30-9:30	Scott Park

Delegations in order of Presentation at November 14, 2000 Meeting

Delta School Council, Jill Rumble
 Scott Park Children's Centre, Laurie Jeandron
 Scott Park School Council, Nancy Burman
 Scott Park Student Council, Julie Yates
 Scott Park Parent, Trudy Wood
 Scott Park Teachers, Wanda Bielak-Montemurrow

Committee Decision Making Procedure

At the final meeting of the Committee, the Scott Park School Review Committee established agreed upon procedures for a secret ballot vote to determine whether Scott Park Secondary School should be closed. Out of a total of 16 possible votes, as determined by the Committee, the results of the secret ballot were 9 in favour of closure and 7 opposed to closure.

Recommendations of the Scott Park School Closure Review Committee

1. That Scott Park Secondary School be closed.
2. That trustees make their decision regarding closure or non-closure of Scott Park by the March Break, in order that appropriate and timely arrangements may be made for students and staff for September, 2000. Should the decision for closure be made, time will be required to develop and implement a plan that will facilitate as smooth a transition as possible for the students and staff of all schools involved.
3. That following the Board decision regarding closure or non-closure, the Scott Park School Closure Committee reconvenes to determine future direction in relation to the Board decision and the Impact Summaries in the Committee Report. Should the Board decision be for closure, the Committee believes they can play an advisory role in developing and implementing a transition plan. Should the decision be for non-closure, the Committee wishes to provide advice to the Superintendent of Education (Chair) regarding the issues identified in the Impact Summaries.

Rationale

Appendix A:

- **IMPACT SUMMARY: Scott Park Secondary School is Closed**

Appendix B:

- **IMPACT SUMMARY: Scott Park Secondary School Remains Open**

**Scott Park Secondary School
School Closure Review Committee Report
Impact Summary**

Scott Park Secondary School is Closed.	
PROGRAM IMPLICATIONS	<ul style="list-style-type: none"> ♦ Proportionally an increase in the number of students in the receiving schools will enable the other schools to offer more variety and choices of courses and will allow the other schools to better meet student course selection needs when timetabling the school: <ul style="list-style-type: none"> ◦ Less likelihood of classes being cancelled ◦ The possibility of course sections being offered more than once per year ◦ a greater number, variety and choices of senior classes (Grade 11, 12, OAC) ◦ fewer multi-level & multi-grade courses in a class ◦ better master schedule & fewer conflicts created in course positions ◦ decrease large classes in grades 9 & 10. ♦ An increased number of teaching staff in the receiving schools will enable greater opportunity for subject specialization. ♦ Scott Park has a unique state of the art career lab infrastructure and culture that will be threatened if appropriate staff and the entire lab are not relocated in totality to another site. ♦ Additional alternative program offerings and supports may be required for some Scott Park students who are under 16 years of age who will not attend the receiving schools. ♦ Night School programs, Summer School and Heritage Language classes will need to be relocated. ♦ Lawrence Alter Ed. program at SJAM may have to be re-located to accommodate additional students. ♦ Bell times may have to be adjusted to meet the needs of younger siblings. ♦ Students may have to travel further for co-op placements. ♦ The Scott Park Day Care program will have to re-locate.
FACILITY CONDITION INDEX	<ul style="list-style-type: none"> ♦ The estimated capital cost savings is \$8.2 million dollar (over ten years) to upgrade Scott Park to acceptable standards plus an additional \$6.5 million asbestos removal

	<p>cost savings. (Total is \$14.7 million.)</p> <ul style="list-style-type: none">• The annual estimated operating cost savings for Scott Park is \$800,000.• The annual estimated maintenance cost savings for Scott Park is \$100,000.																									
SCHOOL ENROLMENT PROJECTIONS	<ul style="list-style-type: none">• Overall 5 and 10 year enrolment projections reveal little or no growth in the secondary schools in the area of the review: <table><tr><td></td><td>Min. Rated Capacity</td><td>present</td><td>Enrolment 5 yr.</td><td>10 yr.</td></tr><tr><td>SJAM</td><td>1569</td><td>1250</td><td>1144</td><td>1236</td></tr><tr><td>Scott Park</td><td>1413</td><td>712</td><td>714</td><td>754</td></tr><tr><td>Delta</td><td>1431</td><td>910</td><td>884</td><td>878</td></tr><tr><td>SWC</td><td>1089</td><td>957</td><td>989</td><td>1004</td></tr></table> <ul style="list-style-type: none">• Closing Scott Park would help to increase the enrolment of the remaining secondary schools in the vicinity.		Min. Rated Capacity	present	Enrolment 5 yr.	10 yr.	SJAM	1569	1250	1144	1236	Scott Park	1413	712	714	754	Delta	1431	910	884	878	SWC	1089	957	989	1004
	Min. Rated Capacity	present	Enrolment 5 yr.	10 yr.																						
SJAM	1569	1250	1144	1236																						
Scott Park	1413	712	714	754																						
Delta	1431	910	884	878																						
SWC	1089	957	989	1004																						
SCHOOL ATTENDANCE AREAS	<ul style="list-style-type: none">• The receiving schools would have an increased numbers of students, which would allow for greater program offerings and staffing ratios and could attract more students.• The actual attendance areas, and therefore the number of students that may be attending each receiving school will be made by the School Catchment Re-definition Committee for all elementary and secondary schools once the Board has made decisions about school closure. It will be important to have this decision made early in the spring to enable the other secondary schools to distribute their option sheets to students to facilitate a smooth transition.• Travelling a greater distance to school may result in absenteeism and lateness. Some students may drop out if they have to travel too far beyond their local community. Many parents are unable to drive students to school in bad weather.• Some students may choose to attend schools other than those in the HWDSB.																									
CAPITAL NEEDS OF PARTNER SCHOOLS	<ul style="list-style-type: none">• Some rooms will need to be renovated, altered and/or retrofitted for additional computer systems to accommodate increased numbers of students and converted from other uses to academic classrooms.• Desks, chairs, tables, overheads, VCRs and other equipment should follow the students.																									

	<ul style="list-style-type: none"> Student drop-off lanes will have to be constructed at SJAM to accommodate safety needs of additional students. Parking lots at SJAM will need to be expanded and lots at Delta may need to be expanded to accommodate additional staff. SJAM and SWC are Handicap Accessible. Delta is not.
STAFFING IMPACT	<ul style="list-style-type: none"> There would be more diversity of teaching staff in the receiving schools, more specialist teachers and more staff to cover things like absences and to share co-curricular activities. Learning Opportunities funding would follow students attending receiving schools. There would be increased administrative, secretarial and custodial staff in the receiving schools to provide additional support for instructional staff and students (e.g. attendance secretary, additional vice principal in some schools). The workload could be shared among a larger number of people. Teachers in some departments may have a "smaller" space in their department work areas. While most staff will have the opportunity to select their placement, others may not have a "say" in their placement (depending on the collective agreement). As a result, staff morale could be affected by "bumping" of positions.
TRANSPORT'n IMPACT	<ul style="list-style-type: none"> There will be more students on public transit at prime times. There may be more students who meet the criteria for transportation. (i.e. 3.2 km). However, the actual numbers and therefore, the cost for transportation will depend upon the decisions made across the district as a result of the work of the School Catchment Re-Definition Committee. The traffic lights at York Blvd. and Bay St. and Bay St. and Cannon St. would need to be adjusted to allow for more "crossing time" due to increased student numbers at SJAM.
OTHER SCHOOL USES	<ul style="list-style-type: none"> The community use of schools at Scott Park (currently Tuesday, Thursday and Saturday) will no longer occur. The Scott Park Day Care program will have to re-locate Ontario Regulation 444 outlines the procedures for the disposition of surplus real property and the preferred

	agencies, which include other school boards, local colleges and universities, the municipality and the government (provincial and federal).
SOCIAL ENVIRONMENT IMPACT	<ul style="list-style-type: none"> • Greater diversity of pupils brings richness to a school environment. • In the receiving schools there would be: <ul style="list-style-type: none"> • a greater number of students to provide support for social events that normally would not run because of a lack of participants (e.g. monthly dances) • a larger number of students and parents from which to draw for the student council & school council. • There would be a loss of contact with community, businesses and churches. • The local church draws on community schools as a pillar and, as a result, there will be greater social costs for the church to address. • The cultures of the receiving schools will have to adjust to new groups of students and vice versa. There will be greater competition for use of the gym & auditoriums in the receiving schools as a result of increased enrolment. • If the Scott Park facility is not used by another group, it would have great negative impact through neighbourhood blight and would contribute to the degeneration of this community • Closure will impact on the sense of loss of the immediate local community. • Students will have to travel a greater distance and initially may feel alienated from a school that is a greater distance from their home. • Elementary schools will have no HWDSB secondary school in their immediate area. • Families with younger children may move out of the area because there is no HWDSB feeder secondary school nearby for Prince of Wales & Adelaide Hoodless students. • Local businesses may suffer as adolescents are not in their area during weekdays. • Some students will not be able to keep up schoolwork & travel to a part-time job. Some of those students may give up school, rather than the job. • Students will find it difficult to keep up with volunteer work in their neighbourhood. • If the site is not replaced with a similar institutional land

	<p>use, it may result in fewer families moving into the area.</p> <ul style="list-style-type: none"> • There is great stress in making changes. A change such as this (to a new location) will be a stress from which many students will have a hard time recovering. • Some students will feel great anger and a sense of being powerless. Some will feel that they have been robbed of control over their lives. • Student/staff committees will need to be set up to make the transition of students and staff less traumatic.
FINANCIAL IMPACT	<ul style="list-style-type: none"> • Fewer schools would provide economies of scale for the overall system: <ul style="list-style-type: none"> • There would be reduced per student costs. The money available could be applied for maintenance and repair of remaining buildings. • There would be more financial, human and material resources available for the remaining schools. <p>Renovation costs in receiving schools could include costs to convert some rooms for academic classroom use (e.g. department areas, family studies rooms).</p>

**Scott Park Secondary School
School Closure Review Committee Report
IMPACT SUMMARY**

Scott Park Secondary School Remains Open.																													
PROGRAM IMPLICATIONS	<ul style="list-style-type: none"> It should be noted that Scott Park students and School Council believe the course offerings that have been provided at Scott Park under OSIS (Ontario Schools: Intermediate Senior) have met student needs in the past. However, under the new Ontario Curriculum, OSS (Ontario Secondary Schools), students who attend Scott Park will continue to have fewer program choices compared to students at larger schools and combined with other provincial Secondary School Reform policies (i.e. staffing and class size) and the four destination choices in the senior division, this situation will be exacerbated: <ul style="list-style-type: none"> Fewer optional Senior course selections Mostly core courses available Multi-levels (stacking) of courses in a class Difficulty creating a master schedule with several single section courses. <p>Students find it easy to become involved in co-curricular life at Scott Park (e.g. quality of secondary school experience).</p>																												
FACILITY CONDITION INDEX	<ul style="list-style-type: none"> There is an estimated capital cost of \$8.2 million (over ten years) to upgrade Scott Park to acceptable standards. As part of the upgrades, there is an estimated cost of an additional \$6.5 million for asbestos removal. (Total is \$14.7million.) The current annual operating cost is approximately \$800,000. The current annual maintenance cost is approximately \$100,000. Replacing the escalator with a stairwell would decrease annual maintenance cost by approximately \$25,000. 																												
SCHOOL ENROLMENT PROJECTIONS	<ul style="list-style-type: none"> Overall 5 and 10 year enrolment projections reveal little or no growth in the secondary schools in the area of the review: <table> <tr> <th></th><th>Min. Rated Capacity</th><th>present</th><th>Enrolment 5 yr.</th><th>10 yr.</th></tr> <tr> <td>♦ SJAM</td><td>1569</td><td>1250</td><td>1144</td><td>1236</td></tr> <tr> <td>♦ Scott Park</td><td>1413</td><td>712</td><td>714</td><td>754</td></tr> <tr> <td>♦ Delta</td><td>1431</td><td>910</td><td>884</td><td>878</td></tr> <tr> <td>♦ SWC</td><td>1089</td><td>957</td><td>989</td><td>1004</td></tr> </table>					Min. Rated Capacity	present	Enrolment 5 yr.	10 yr.	♦ SJAM	1569	1250	1144	1236	♦ Scott Park	1413	712	714	754	♦ Delta	1431	910	884	878	♦ SWC	1089	957	989	1004
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♦ Delta	1431	910	884	878																									
♦ SWC	1089	957	989	1004																									

	<ul style="list-style-type: none"> Keeping Scott Park open will maintain the status quo.
SCHOOL ATTENDANCE AREAS	<ul style="list-style-type: none"> Changes in school attendance areas will be made by the School Catchment Re-definition Committee for all elementary and secondary schools, once the Board has made decisions about school closures. Since the overall number of students in the area of review is not projected to increase, regardless of any catchment changes, if enrolment in one secondary school is increased, enrolment in other secondary schools in the vicinity will decrease. If there are no catchment changes, then the status quo will continue. Attendance will remain consistent.
CAPITAL NEEDS OF PARTNER SCHOOLS	<ul style="list-style-type: none"> Capital improvements will be required in all partner schools, as in most schools across the district. Specific capital needs, such as parking lot expansion at Delta may not have to occur; however, consideration for student drop-off lanes as a safety factor, will need to be considered at SJAM. Handicap accessibility at Delta will need to be considered as part of the system-wide accessibility plan.
STAFFING IMPACT	<p>Staff will not be required to move and all staff will have the choice of applying to other schools, if they wish.</p> <p>The close bond and working relationships between students and staff will be maintained.</p> <p>Physical space & personal space in department work areas will be maintained.</p> <p>Support staff (clerical and custodial) and administrative staff will continue to be stretched at Scott Park and across the district.</p> <p>The current demands on a small staff, trying to offer too many services and programs (ie. a full-service school) will continue.</p> <ul style="list-style-type: none"> It should be noted that Scott Park students, staff, and School Council believe: <ul style="list-style-type: none"> Safer schools result when staff know all students. Students & parents are more comfortable, less intimidated when they know the staff. The staff members work better together because they know each other well. Kids have staff members who "go to bat for them" & can "read" them & know how to respond to them in their various stages. <p>The well-being kids receive from staff members carries over at home (according to the parents).</p> <p>Staff & parents know each other well & can work well together.</p> <ul style="list-style-type: none"> This is a high needs school that demands more from each staff member.

TRANSPORT'n IMPACT	<ul style="list-style-type: none"> • The Board will save transportation costs since 90% of the Scott Park population currently lives within walking distance and don't require bus tickets. The actual savings will depend upon the decisions made as the result of the work of the School Catchment Re-definition Committee. • Parents will not be required to drive their kids or find alternate transportation to a school that is farther away. (Many parents in this area do not have a car or a second car.) • It will be safer since students will not have to walk great distances in the dark.
OTHER SCHOOL USES	<ul style="list-style-type: none"> • The Daycare program at Scott Park and the Umbrella Daycare offices will be able to remain in this location. • The current community use of Scott Park (night school, summer school, community programs, recreation programs and heritage language classes) can continue.
SOCIAL ENVIRONMENT IMPACT	<ul style="list-style-type: none"> • If Scott Park stays open the students and the community will feel that they are valued above dollars and cents. • The continued operation of the school would help keep it the hub of the neighbourhood (eg. businesses, churches). • This would help to sustain the neighbourhood and prevent further population decline. • The relationship with feeder schools in the immediate areas will continue. • Feeder school friendships can last as students generally move to the same school. • Students will not have to go through the stress of relocating to another school and will more likely attend locally. • Students will not lose their sense of identity if they can remain in their own building. • Students have a greater opportunity for leadership and participation in school clubs, sports, and organizations in a smaller school. • Scott Park students, staff and community believe that a small school environment will provide safety and unique opportunities for inner city students to reach their potential and achieve greater success.
FINANCIAL IMPACT	<ul style="list-style-type: none"> • There will be ongoing operating, maintenance, and capital repair costs for Scott Park, as outlined in the Facility Condition Index section above. • Financial, human and material resources will continue to be stretched across the system.

**REPORT OF THE MOUNTAIN/PARKVIEW SCHOOL
CLOSURE REVIEW COMMITTEE**
to
**THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD
BUSINESS COMMITTEE**

BACKGROUND INFORMATION

**Composition of the Mountain/Parkview School Closure Review
Committee (School Closure Policy 4.01, Article 8)**

Superintendent of Education (Chair)
Trustee
Superintendent of Business
Manager of Accommodation and Planning
OSSTF-OCTU Support Representative
CUPE Support Representative
Non-parent Ratepayer

Elizabeth Bond
Wes Hicks/Eleanor Johnstone
Don Grant
Daryl Sage
Kathy Faulknor
Hank Knecht
Crawford Potter/Rebecca Hart

Mountain
Principal
Teacher
School Council Chair
Other Parent Representative

Dave Hutton/Barb Ridley
Mary McGugan-Lane
Linda Griffin
Donna Peace/Walter Peace

Sir Alan MacNab
Principal
Teacher
School Council Chair
Other Parent Representative

Trish Fulton
Paul Vukosa
Doreen Wills
Chris Lawson

Parkview
Principal
Teacher
School Council Chair
Student Representative

Lee Currie
Paul Martin
Kelly Laird
Brandon Hickman/Matt Piper

Delta
Principal
Teacher
School Council Chair
Other Parent Representative

John DiLiberto (V.P.)
Jim Pirrie
Jane French
Jill Rumble

Dates, Times and Locations of Meetings

September 18, 2000	3:30-6:30	Delta
October 3, 2000	3:30-6:30	Parkview
October 16, 2000	3:30-6:30	Mountain
October 30, 2000	3:30-6:30	Delta
November 13, 2000	3:30-6:30	Parkview
November 28, 2000	3:30-6:30	Mountain

Delegations in order of Presentation at October 30, 2000 Meeting

Woodview Children's Centre, Rick Ludkin
Delta School Council, Jill Rumble
Parkview Students

REVIEW PROCESS

During their review, the Committee considered the following scenarios:

- Mountain and Parkview are closed and the students return to their home schools. The Committee believes this approach will not provide equity in the level and quality of programs, support and accommodation needed by the students and therefore do not recommend it as a viable alternative.

Mountain and Parkview are closed and the students attend the two secondary schools in the review (MacNab and Delta). Based on the review, at this time neither MacNab nor Delta can accommodate adequately the types of programs needed for the Mountain and Parkview students without significant renovations and additions to the buildings. Therefore, the Committee does not recommend this as a viable alternative.

- Mountain and Parkview are closed and the students move to one facility for school-to-work programs. Currently, there is no one facility that will adequately accommodate all the students who require these specialized types of school-to-work programs. While this may be possible in the future, the Committee does not believe this is a viable alternative at this time.

- Mountain and Parkview remain open to enable staff to continue to build relevant school-to-work programs, community connections and partnerships in response to the changes in the new OSS policy document and Secondary School Reform initiatives. Since we are currently in year two of the implementation of the four year Secondary School Reform, the Committee believes it would be wise to do some further investigation and consultation as we continue on with Secondary School Reform implementation before making accommodation changes. This is the approach recommended by the Committee.

Committee Decision Making Procedure

At the final meeting of the Committee, the Mountain/Parkview School Closure Review Committee agreed by consensus that Mountain and Parkview Secondary Schools remain open at this time.

Recommendations of the Mountain/Parkview School Closure Review Committee

1. That Mountain and Parkview Secondary Schools remain open.
2. That the HWDSB be clear to the students, their parents and the community that they recognize and support the need for and value of dedicated school-to-work programs and that, as a Board, they are committed to providing these programs at the same level of quality as the more academically focused programs.
3. That the HWDSB continue to provide one or two well-equipped dedicated school sites as the most efficient and cost-effective method to deliver specialized school-to-work focused programs for our high needs students. The Committee believes these programs, which may or may not be credit granting, will best prepare these students with the knowledge, skills and attitudes they require for entry directly into the work world following secondary school. The Committee believes this approach is critical to the success and retention of many students.

Rationale

Appendix A:

- **IMPACT SUMMARY: Mountain/Parkview Secondary Schools Remain Open**

Appendix B:

- **IMPACT SUMMARY: Mountain/Parkview Secondary Schools are Closed**

**Mountain and Parkview Secondary Schools
School Closure Review Committee Report
IMPACT SUMMARY**

Mountain and Parkview Secondary Schools Remain Open.

**PROGRAM
IMPLICATIONS**

- Keeping the two schools open will signal HWDSB acceptance and support of a clear philosophy that focuses on meeting the needs of a particular group of students who are preparing to go to work. It will indicate HWDSB acceptance and support for a unique program environment that can adequately address the specific needs of this group of students in the context of the new Ontario Curriculum through locally developed course delivery, flexible timetabling, specialized staffing, credit/non credit granting, shared program planning, experiential learning and job coaches, targeted funding, and community based projects with a “real world” connection.
- This decision will enable staff, students and parents to focus their attention on the continuation, expansion, renewal and/or building of a variety of timely school-to-work programs that can support our at-risk students who are preparing for work.
- While it is recognized that Mountain and Parkview have higher per capita suspension rates than the other secondary schools in the system, it is also recognized that many of the students attending these 2 schools have unique social and behavioural needs that may not be able to be addressed adequately in larger or more diverse school settings. The Committee supports the 2 schools’ plans to review the new government discipline policy and to take part in Ministry pilot intervention programs, if offered, or to establish school-based pilot intervention programs, with appropriate staff, to address this issue. The Committee believes this approach will be more effective for these students in smaller more concentrated settings than if they were spread across several schools or in larger schools. Similarly, Mohawk and McMaster youth care and social work partnerships (i.e. practicum placements for students) will be facilitated more efficiently.
- Two locations also facilitate the continuation of co-ordination and sharing of resources and work connections related to specialized needs.

FACILITY CONDITION INDEX	<ul style="list-style-type: none"> It is estimated that the capital cost of \$4.5 million (over ten years) will be required to upgrade Mountain and Parkview to acceptable standards. The current annual operating and maintenance costs for Mountain and Parkviews are in the range of \$ 75,000 - \$90,000. Mountain Secondary School is a one floor building that is handicap accessible. Parkview is a two-story building with an elevator. Handicap entrance accessibility at Parkview is at the back of the building. Current tech shops are not handicap accessible at Parkview. Upgrades will be required at both schools if complete handicap accessibility is to be provided. Partnerships with entrepreneurial service providers to assist teachers in specialized programs areas could help meet student program needs in the trades areas and also facilitate some facility improvement cost savings (e.g. caretaking, bricklaying, horticulture, landscaping and roofing programs). 																									
SCHOOL ENROLMENT PROJECTIONS	<table> <tr> <td></td> <td>Min. Rated Capacity</td> <td>present</td> <td>Enrolment 5 yr.</td> <td>10 yr.</td> </tr> <tr> <td>Mountain</td> <td>525</td> <td>317</td> <td>251</td> <td>249</td> </tr> <tr> <td>SAM</td> <td>1371</td> <td>1066</td> <td>1107</td> <td>1021</td> </tr> <tr> <td>Parkview</td> <td>534</td> <td>325</td> <td>261</td> <td>261</td> </tr> <tr> <td>Delta</td> <td>1431</td> <td>910</td> <td>884</td> <td>878</td> </tr> </table> <ul style="list-style-type: none"> It should be noted, however, that the Ministry Rated Capacity does not reflect the nature of the program needs at Mountain and Parkview (i.e. classroom loading) in that, for the most part, special education programs and specialized shops, not regular class programs, are provided in the classrooms. It is anticipated that student enrolment at Parkview and Mountain will increase if the HWDSB supports keeping the schools open and enables staff to focus their attention on developing and delivering appropriate and timely school-to-work programs and providing specific interventions for at-risk students. 		Min. Rated Capacity	present	Enrolment 5 yr.	10 yr.	Mountain	525	317	251	249	SAM	1371	1066	1107	1021	Parkview	534	325	261	261	Delta	1431	910	884	878
	Min. Rated Capacity	present	Enrolment 5 yr.	10 yr.																						
Mountain	525	317	251	249																						
SAM	1371	1066	1107	1021																						
Parkview	534	325	261	261																						
Delta	1431	910	884	878																						
SCHOOL ATTENDANCE AREAS	<ul style="list-style-type: none"> These are system programs. Students attend from across the jurisdiction. School choice is based on a variety of factors including geographical location, program offerings 																									

	and student needs.
CAPITAL NEEDS OF PARTNER SCHOOLS	<ul style="list-style-type: none"> • Capital improvements are required in most schools across the district. • MacNab and Delta are both large multi-level secondary schools with no elevators and minimal handicap access. If these were the only two sites available, one of the two schools would have to have an elevator installed for accessibility.
STAFFING IMPACT	<ul style="list-style-type: none"> • By nature and inclination, the staff who are assigned to Mountain and Parkview schools recognize the unique needs of each student and demonstrate the knowledge, skills and beliefs required to address these needs. • Given the lack of available qualified staff locally and provincially in many of these specialized areas, maintaining the programs at two sites is a cost effective and efficient way to offer more variety of programs to meet student needs. • Current staff will be a valuable resource for mentoring new staff and for providing new and revised programs to meet the changing needs of students.
TRANSPORT'n IMPACT	<ul style="list-style-type: none"> • There will be no change if the two sites remain open. • Two sites facilitate access to these specialized school to work programs for all students across the jurisdiction.
OTHER SCHOOL USES	<ul style="list-style-type: none"> • The community use of schools will be able to continue and or expand at both sites. Mountain is currently in use 5 nights per week. Parkview is currently in use 2-3 nights per week.
SOCIAL ENVIRONMENT IMPACT	<ul style="list-style-type: none"> • There will be a continuation of the strong community connections that have developed through community subsidized breakfast, snack and lunch programs, food and clothing banks, special occasion luncheons and dinners, graduation awards, and program donations • Students will have a continued sense of belonging to a "like" group, which enables them to participate in a variety of leadership roles and hence fosters their self-confidence and self esteem. • There will be a continuation of social skills programs such as anger management and peer mediation, tailored to the ability level of the students

**FINANCIAL
IMPACT**

- Appropriate programs that meet the specific needs of these students are high cost, regardless of location. It is more efficient to target funding to support specific programs in two locations dedicated to providing the type of specialized support needed by the students (e.g. Learning Opportunities) rather than offering the programs across several school sites (e.g. capital costs, staffing, materials and support staff).
- It will be important to review all the funding sources that are provided, as well as looking for innovative methods to recover some program costs (e.g. H-W Foundation funding, entrepreneurial projects).
- There is also a need to investigate the possibility of expanding existing program based partnerships with other service providers in the two schools to improve our own buildings more cost effectively while at the same time providing appropriate work related programs for our students in a safe learning environment.

**Mountain and Parkview Secondary Schools
School Closure Review Committee Report
IMPACT SUMMARY**

Mountain and Parkview Secondary Schools are Closed.

**PROGRAM
IMPLICATIONS**

- Students in Parkview and Mountain Secondary Schools require a variety of school-to-work programs (Grades 9-12) not a compilation of courses to meet graduation requirements. The programs may or may not be made up of credit granting courses but they are developed to meet student needs to prepare them with the knowledge, skills and attitudes they need to be successful in the work environment.
- If students are split up or moved into "a school within a school" set up, the variety of school-to-work program choices that currently exist will disappear for many students.
- While there may be access to a wider variety of academic programs and a greater number of co-instructional activities, a wider variety does not necessarily mean they will be appropriate programs that will meet student needs and ability levels. Consequently, a wider variety could result in limited program choices and less diversity for students. Also many students may be intimidated by the requirements of credit course programs and therefore may cluster in just a few classes.
- Students may also be excluded from teams, clubs and other activities because they are not as able to compete as their composite school student peers.
- If Parkview and Mountain are closed, there will be a reduction in the number of physical plant facilities available to accommodate the "hands on" programs unless new facilities are added to existing schools (e.g. food services, cosmetology, horticulture).
- Many of the students at Parkview and Mountain face significant social and behavioural problems and the current rate of absenteeism, lates and suspensions for them would likely escalate or they may drop out of school if specialized programs are not in place to attract them.

FACILITY CONDITION INDEX	<ul style="list-style-type: none">• There will be an estimated \$4.5 million capital cost savings (over the next ten years) to upgrade Mountain and Parkview to acceptable standards.• There will be an estimated \$75,000 -\$90,000 annual savings on operational and building maintenance costs for the two schools (Physical Planning Technologies Report).																									
SCHOOL ENROLMENT PROJECTIONS	<table><tr><td></td><td>Min. Rated Capacity</td><td>present</td><td>Enrolment 5 yr.</td><td>10 yr.</td></tr><tr><td>Mountain</td><td>525</td><td>317</td><td>251</td><td>249</td></tr><tr><td>SAM</td><td>1371</td><td>1066</td><td>1107</td><td>1021</td></tr><tr><td>Parkview</td><td>534</td><td>325</td><td>261</td><td>261</td></tr><tr><td>Delta</td><td>1431</td><td>910</td><td>884</td><td>878</td></tr></table> <ul style="list-style-type: none">• The Ministry Rated Capacity does not reflect the nature of the program needs at Mountain and Parkview (i.e. classroom loading) in that, for the most part, special education programs and specialized shops, not regular class programs, are provided in the classrooms.• There may be an increase in enrolment initially in the receiving composite school(s); however there is a strong probability for loss of students over the longer term as a result of dropouts if the students do not see the school, staff or the programs as meeting their needs.		Min. Rated Capacity	present	Enrolment 5 yr.	10 yr.	Mountain	525	317	251	249	SAM	1371	1066	1107	1021	Parkview	534	325	261	261	Delta	1431	910	884	878
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Delta	1431	910	884	878																						
SCHOOL ATTENDANCE AREAS	<ul style="list-style-type: none">• Parkview and Mountain offer system programs, which are accessed by students across the HWDSB jurisdiction. All school age students would be attending another secondary school if they did not attend Parkview or Mountain. However, there is a concern that there may be an increase in the dropout rate once the students reach sixteen if the programs do not meet their needs.																									
CAPITAL NEEDS OF PARTNER SCHOOLS	<ul style="list-style-type: none">• If either facility is closed, money will have to be spent in the partner school(s) to expand, remodel, retrofit and upgrade current facilities to accommodate additional and specialized programs. This would involve a substantial capital layout for school to work programs such as cosmetology, restaurant services, cafeteria services and horticulture in a new or																									

	<p>remodeled site:</p> <ul style="list-style-type: none"> ♦ On average, every student at Parkview and Mountain take 2-3 tech courses per year. ♦ On average, every Delta student takes at least 1 tech course per year. As a result, the current Delta tech facilities (i.e. cosmetology and food services) are being used about 85 % of the time, plus time for cleanup and routine maintenance for Delta students. Currently Delta has no horticulture program facility (i.e. greenhouse). ♦ On average, 70% of MacNab students take at least 1 tech course per year. However, the current MacNab tech facilities are equipped for computer science, computer engineering, communication technologies, technical design and Bridges to Business – high tech programs designed for college and university bound students and are not appropriate to meet the needs of most students at Parkview and Mountain. MacNab has no existing programs or facilities for cosmetology, cafeteria or restaurant services, or horticulture. • MacNab and Delta are both large multi-level secondary schools with no elevators and minimal handicap access.
STAFFING IMPACT	<ul style="list-style-type: none"> • While there may be an increase in teaching and non-teaching staff for assignment in other locations there are not enough qualified staff to provide these specialized programs in several locations and therefore, the programs themselves, which are designed to meet these students' specific needs, will be lost. • While there is the possibility that the philosophy, values and program knowledge and skills of Parkview and Mountain teachers could be shared with teachers in other schools, there is also the real possibility that there could be a reduction in the sharing of information by staff in specialized programs if they are split up in other schools due to the current prescriptive staffing requirements and new Ontario Curriculum requirements.
TRANSPORT'n IMPACT	<ul style="list-style-type: none"> • If Parkview and Mountain students were to return to their community schools, transportation costs may be reduced. • If Parkview and Mountain students were to attend the

	<p>two designated secondary schools, additional busses may be required for these students or costs may remain similar to current costs. The transportation costs will depend on the number of students and the location of their residences.</p> <ul style="list-style-type: none"> • If Parkview and Mountain students were to attend one school site, transportation costs would likely increase, depending on the location of the site.
OTHER SCHOOL USES	<ul style="list-style-type: none"> • There will be fewer facilities available for community use. (e.g. Mountain is currently used 5 nights per week and Parkview is currently used 2-3 nights per week.)
SOCIAL ENVIRONMENT IMPACT	<ul style="list-style-type: none"> • While larger schools may offer more opportunities for integration, different role models and access to a wider variety of social groups, that does not ensure that vocational students will benefit from these situations. • Due to self-concept and self-consciousness at this age level, the students may, in fact, be intimidated by a larger number of social groups they can't relate to. • Student self-esteem may be lowered by competition with higher functioning students since they are aware they can't compete in most areas. • There may be a loss of the "small town" sense of closeness, caring and security and home-like atmosphere. • Students may lose their sense of belonging in a larger composite setting and become "targets" rather than having other students support them.
FINANCIAL IMPACT	<ul style="list-style-type: none"> • There may be financial savings on costs of heating, lighting and maintaining the building(s). However there would need to be a substantial layout of dollars to create a new improved environment in the receiving school(s) to accommodate additional & specific program needs. • The cost savings might be offset by loss of grant dollars if students drop out of school as the result of having no specialized programs to meet their needs.

#6

The Hamilton-Wentworth District School Board

Memo

To: Business Committee

From: Merv Matier, Director of Education and Secretary

Date: February 14, 2001

Re: Secondary (Type 2 Schools) Schools Closure Review

Recommended Action:

Moved by: _____

1. That Scott Park Secondary School be closed.
2. That Mountain Secondary School be studied further for possible closure.
3. That Parkview Secondary School be studied further for possible closure.

Rationale:***The Need to Close Schools***

The Hamilton-Wentworth District School Board has recognized that the Board is currently operating too many schools based on its total student enrolment base. In general, as the name of the provincial funding model (i.e. "Student-Focussed Funding") indicates; funding allocated to school boards for day school education purposes is driven by a School Board's student base. Where a School Board operates more school buildings than are required, this results in that Board's resources being too thinly stretched in too many directions. In turn, this results in a negative impact on the Board's ability to deliver quality education programs for the students under its care.

A comparison of Ministry Capacity to 2000/2001 Enrolment indicates that The Hamilton-Wentworth District School Board has an excess capacity (number pupil seats available less enrolment) of over 9,800 pupil seats:

	Elementary	Secondary	Total
Capacity	42,658	23,313	65,971
2000/2001 Enrolment	<u>37,078</u>	<u>19,082</u>	<u>56,160</u>
Excess Capacity	<u>5,580</u>	<u>4,236</u>	<u>9,816</u>

Ministry Capacity does not include the capacity that may be accommodated in portable or portapak classrooms. Although not desirable in the long-term, the Board has 221 portable/portapak classrooms in use. When these classrooms are taken into account; theoretically, the School Board has the ability to accommodate approximately 14,800 students more than are currently enrolled.

Consequently, the Board is currently heating, lighting, maintaining space beyond its requirements and is allocating its staff and resources over too many locations. This accommodation circumstance is having a negative impact on the Board's ability to deliver the quality of education programs required by today's students and the future students of the Board. These accommodation problems are exacerbated by the fact that in specific pockets of the new City the Board is experiencing significant pressure to build additional school space.

The Hamilton-Wentworth District School Board is committed to providing high quality education programs and services in appropriate facilities, located as close as practical to the residences of students served therein. A fair and reasonable accessibility of program, staff resources and facilities need to be provided throughout the district taking into consideration the resident student population, the special needs of local communities and the demand for programs.

The Hamilton-Wentworth District School Board will maximize the use of its facilities by offering educational programs in a fiscally responsible manner. The Board shall endeavour to distribute its enrolment for each facility to its maximum effective capacity.

It is the responsibility of The Hamilton-Wentworth District School Board to make recommendations as appropriate for replacement or renovation, new capital investment or school closure. The Hamilton-Wentworth District School Board is charged with fulfilling the duties and powers of boards as outlined in the Education Act S170, (171) among which are the following:

- ▶ providing adequate accommodation for all pupils
- ▶ keeping school buildings and premises equipped and in good repair
- ▶ operating schools and providing instruction consistent with the Education Act
- ▶ spending money for school purposes and for the promotion of the interest of schools as authorized by the Education Act.

The School Facilities Renewal Plan approved in April 2000 represents a responsible long-range approach to addressing the significant number of accommodation challenges facing The Hamilton-Wentworth District School Board. However, in order to address changes in population patterns and demographics, in order to reduce the dollars spent on maintenance-intensive schools, in order to provide proper resources at all our facilities, and in order to provide the best programs available at all sites, closures are inevitable and necessary.

There is probably nothing that can be said to make the consideration of school closures remotely palatable to people directly affected. Hopefully, all those involved will see the wisdom in working co-operatively to bring about the inevitable changes as productively as is possible.

Scott Park

Scott Park, based on October 2000 enrolment of 690.0 FTE and Ministry capacity of 1,413, is only operating at 48.83% of capacity. This student base is insufficient to allow the quality of program desired and the level of support staff required. Closure of Scott Park would allow richer program not only for former Scott Park students but the students in the receiving schools. The School Closure Review process has demonstrated that

adequate space is available in the neighbouring composite Secondary Schools to accommodate the student body of Scott Park. It is noteworthy that the estimated future cost of capital work required at Scott Park is \$14.7 million. The School Closure Review Committee includes the following statement, "Fewer schools would provide economies of scale for the overall system....". Consequently, Executive Council recommends that the Board close Scott Park.

Should the Board approve the closure of Scott Park administration will implement a transition plan to effect the closure at the earliest possible date; after giving due consideration to the many operational issues that will need to be addressed. The issue of school boundaries will be referred to the Catchment Re-definition Committee. The Scott Park School Closure Review Committee requested involvement in the transition process. Accordingly, administration will consult with the committee for their advice and assistance.

Mountain/Parkview

The School Closure Review Committee noted in their report that, "Mountain and Parkview remain open at this time to enable staff to continue to build relevant school-to-work programs, community connections and partnerships in response to some very significant changes, as a result of the requirements set out in the new Ontario Secondary School policy document and Secondary School Reform initiatives. Since we are currently in year 2 of the implementation of the 4 year Secondary School Reform, the Committee believes it would be wise to do some further investigation and consultation as we continue on with Secondary School Reform implementation before making accommodation changes."

The work of the school closure committee has served to highlight that Secondary School Reform is only in the 2nd year of a total of 4 years planned to implement the reform process. Critical to the consideration of School-to-Work programs is the issue referred to as 'destinations' in the Secondary School curriculum. The concept is that a student will either be aiming for University, College or Work as a destination at the end of their secondary schooling. The issue of destinations will be addressed in years 3 and 4 of the Secondary School Reform process.

It appears that before a decision can be rendered on the closure or non-closure of Mountain and Parkview, the Board must have a clearer sense of the direction of the School-to-Work (Vocational Education) program. Accommodation requirements can only be assessed once a clear programming vision has been established. Consequently, Executive Council recommends that Mountain and Parkview be studied further for possible closure. This action does not remove Mountain and Parkview from the potential closure list. However, it would suspend further study of the closure issue at this time until the program direction has been determined.

DG/GdeJ

CAB ON HW 26

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2001

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

**SPECIAL MEETING OF THE
BUSINESS COMMITTEE**

Saturday, March 3, 2001

URBAN MUNICIPAL

9:00 a.m.

A G E N D A

MAR 05 2001

9:00 a.m.

- | | | | | |
|-------|-----|---|-----------------------------|-------------|
| 9:00 | 1. | Call to Order | GOVERNMENT DOCUMENTS | L. Orban |
| | 2. | Approval of Agenda | | |
| 9:05 | 3. | Presentation: Allenby School Closure Review Committee | | C. Reid |
| 9:40 | 4. | Presentation: Bennetto School Closure Review Committee | | C. Reid |
| 10:15 | 5. | Presentation: Dundana School Closure Review Committee | | K. Bain |
| 10:45 | 6. | Break | | |
| 10:50 | 7. | Presentation: Lloyd George School Closure Review Committee | | W. Joudrie |
| 11:30 | 8. | Presentation: Lynden School Closure Review Committee | | K. Bain |
| 12:00 | 9. | Lunch | | |
| 12:45 | 10. | Presentation: Seneca School Closure Review Committee | | N. Campbell |
| 1:20 | 11. | Presentation: Sheffield School Closure Review Committee | | K. Bain |
| 1:55 | 12. | Presentation: Sir Isaac Brock School Closure Review Committee | | W. Joudrie |
| 2:30 | 13. | Break | | |
| 2:40 | 13. | Report re Elementary Type 2 Closures | | M. Matier |

Future Special Meetings of the Business Committee:

Monday, March 5, 2001 7:00 p.m.

Monday, March 19, 2001 6:00 p.m.

MEMORANDUM

To: Business Committee of the Board
From: Allenby School Closure Review Committee
Date: March 3, 2001
Subject: Allenby School Closure Review Report

1.0 Background

1.1 Committee Membership (as per School Closure Policy 4.01, Article 8):

Superintendent of Education (Chair)	Chuck Reid
Trustee	Judith Bishop
Superintendent of Business	Don Grant
Manager of Accommodation and Planning	Daryl Sage
OSSTF/OCTU Support Representative	Patti Thur (resigned after 2 mtgs.)
CUPE Support Representative	Ian Whittaker
Non-Parent Ratepayer	no representative

Allenby

Vice Principal	Keith Muldoon
Teacher	Anne Harrison
School Council Co-Chairs	Mike Johnson/Renee Johnson
Parent Representative	Cheryl Ireson

Earl Kitchener

Principal	Diane Rawsthorn
Teacher	Franki Johnson
School Council Chair	Gord Howarth
Parent Representative	Dean Alex

1.2 Dates and Locations of Meetings:

September 20, 2000	Allenby
October 4, 2000	Allenby
October 18, 2000 (Public Presentations) ..	Allenby
January 17, 2001	Allenby
February 7, 2001	Earl Kitchener
February 12, 2001	Allenby

1.3 Delegations in Order of Presentations at October 18, 2000, Meeting:

Parent/Neighbour	Mike Johnson
Alderman	Mary Kiss
Parent	Dawn Losey
Neighbour	Gail Rappolt
Friends of Allenby	Diane Meloche
Greenspace Committee	Elizabeth Cook & Kim Thompson
Graduates of Mother Goose	Ruth Greenspan
M.P.P. (telephoned his support to keep school open)	Dave Christopherson
Kirkendall North Neighbourhood Watch	Michael Roche
Locke Street Merchants' Association.....	Tammy Savickis
Allenby Alumni	Past Students
Parent/Neighbour	Cheryl Ireson
Parent	Cindy Mann
Concerned Citizen	Michael King
Alderman	Marvin Caplin

1.4 Committee Decision-Making Procedure:

Facilitated by Mary Margaret Kachurowski, from the Hamilton-Wentworth/Burlington Region United Way, at the final meeting of the committee, a decision to support the closure of Allenby School was reached after a secret ballot vote resulted in 6 votes in favour of closure and two votes against the closure of the school.

Don Grant, Superintendent of Business, and Daryl Sage, Manager of Accommodation and Planning, were two members of the committee as indicated in *Policy 4.01: School Closure Article 8*. They were resource members and did not attend meetings or vote in committee decisions. After two meetings, Patti Thur, OSSTF/OCTU representative resigned from the committee and was not replaced. Ian Whittaker, CUPE representative, has been absent from work due to injury and missed the final vote of the committee. Judith Bishop, our Trustee representative, abstained from voting.

2.0 Recommendation of the School Closure Review Committee

- 2.1 That Allenby School be considered by the Board for closure.
- 2.2 That the proposed modifications to Earl Kitchener School, found in the body of this report, be completed before the transfer of students from Allenby to Earl Kitchener.
- 2.3 That a committee be struck to celebrate the past years of Allenby School and that memorabilia of the school be selected and moved to Earl Kitchener.
- 2.4 That the addition of two crossing guards be assigned at Charlton and Dundurn Streets, and a second guard assigned to Hill and Dundurn Streets.
- 2.5 That students who live closer to Central and Strathcona Schools be given these choices over Earl Kitchener once Allenby is closed.
- 2.6 If the Allenby community chooses to have the Memorial Garden moved, then the garden will be supported by an environmental program conducted at Earl Kitchener.

3.0 Rationale

The rationale behind the School Closure Review Committee recommendation for closure may be found in the following appendices:

Appendix A: Impact Summary - Allenby Closes -- Students Attend Earl Kitchener

Appendix B: Impact Summary - Allenby Remains Open

Allenby School Closure Review

IMPACT SUMMARY

ALLENBY SCHOOL CLOSES STUDENTS ATTEND EARL KITCHENER

PROGRAM IMPLICATIONS	<ul style="list-style-type: none">larger staff, divisional planning by grade can easily take placelarger student base provides the opportunity to create and maintain more resourcessplit grades would be dramatically reduced (currently Allenby has 3 classrooms, all of which are split grades)Allenby parents have asked that the lunch hour be expandedwith Earl Kitchener becoming the home school for all students, parents can be more comfortable trying the French Immersion program without the threat of having to change schools if they pull out of the programAllenby students will have access to a larger, better-stocked library and computer labAllenby students will have access to a computer teacher/coachdue to school budgets being funded on a per pupil basis, more money will be available in the budget, which can be spent in a more efficient mannerit should be easier to plan and finance school trips because more students will be available, which will lower trip cost per studentif the Allenby community chooses to have the Memorial Garden moved, then the garden will be supported by an environmental program conducted at Earl Kitchener School.								
SCHOOL ENROLMENT PROJECTIONS (Earl Kitchener)	<ul style="list-style-type: none">477 F.T.E. students (2001) is 95.9% capacity383 F.T.E. students (2009) is 76.98% capacity								
FINANCIAL IMPACT	<ul style="list-style-type: none">will be reduced by the facilities costs generated by Allenby Schoolcurrent operational costs for the school are \$1,647,593there will be a more equitable arrangement of resources with the elimination of twinned schools (i.e.: frees one school having to subsidize another in order to make the staffing numbers work)current cost per student (using 2000/2001):<table><tr><td>Allenby</td><td>Earl Kitchener</td><td>Allenby/Earl Kitchener</td><td>Average for District</td></tr><tr><td>\$6928.94</td><td>\$5038.50</td><td>\$4985.23</td><td>\$5661.59</td></tr></table>	Allenby	Earl Kitchener	Allenby/Earl Kitchener	Average for District	\$6928.94	\$5038.50	\$4985.23	\$5661.59
Allenby	Earl Kitchener	Allenby/Earl Kitchener	Average for District						
\$6928.94	\$5038.50	\$4985.23	\$5661.59						
FACILITY CONDITIONS INDEX (Earl Kitchener)	<ul style="list-style-type: none">it should be easier to justify spending monies to make the needed improvements to Earl Kitchener with a fully populated schoolrefer to Capital Needs of Partner Schoolrenovation costs for move of Allenby students to Earl Kitchener = \$155,000								
SCHOOL ATTENDANCE AREAS (Earl Kitchener)	<ul style="list-style-type: none">Earl Kitchener School attendance area would be expanded to include the Allenby boundariescurrent Earl Kitchener boundary includes: From Highway #403 at point east of Longwood Road South; northeast along Highway #403 to the middle of Dundurn Street South; south to a point north of Charlton Avenue West, east to the middle of Queen Street South; south to the escarpment; west to a point west of Beddoe Drive; northeast to a point east of Longwood Road South at Aberdeen Avenue; north to Highway #403								

SCHOOL ATTENDANCE AREAS (Earl Kitchener) (cont'd)	<ul style="list-style-type: none"> • The constant threat of closure of Allenby is seen to have a negative effect on enrolment. Some parents seek alternatives to Allenby because its future seems uncertain (enrolling in St. Joseph's, selecting French Immersion). • The belief that students would transfer to Earl Kitchener given the closure of Allenby was challenged in the presentations. • Several community presenters expressed concern that students affected by the closure of Allenby would likely leave the Hamilton-Wentworth District School Board to attend St. Joseph's School at Locke and Herkimer Street. One of the key factors in choosing St. Joseph's over Earl Kitchener would be the concern for the safety of the children walking on Dundurn Street. • It was pointed out that the historical population trend for Allenby was not one of steady decline but a wave as new families come in and raise their children in the community. • Some presenters suggested that returning the Grade 6 students from Ryerson would alleviate overcrowding there and would enhance Allenby's enrollment. • Establishing Allenby as a Kindergarten-to-Grade 8 school was also proposed as an alternative to reduce overload at Ryerson and increase enrolment at Allenby. • Presenters to the committee suggested that the abutting catchment area of Central School has a predicted increase in student population to beyond accepted capacity, within the next ten years. The group proposes to expand the catchment area of Allenby School one block east, to Hess Street. They see this move as addressing the long range attendance needs of both schools. • The committee suggested that those students who live closer to Central or Strathcona be given the option to attend one of these schools as an alternative to Earl Kitchener.
CAPITAL NEEDS OF PARTNER SCHOOL (Earl Kitchener)	<p><i>High Priority - completed before September 2001</i></p> <ul style="list-style-type: none"> • interior painting \$ 75,000 • opaque window replacement (glass) \$ 10,000 • staff washroom \$ 5,000 • ventilation cleaning/repair \$ 10,000 • parking lot to be changed to a student drop-off area • Board to pursue staff parking at Aberdeen Gardens • replace exterior lights (completed under energy program) • lighting for basement washrooms and classroom (completed under energy program) • flashing lights on street (consult with city, traffic department) <p><i>Medium Priority - complete during first academic year</i></p> <ul style="list-style-type: none"> • flooring repair/replacement \$ 5,000 • boiler service steam traps (under energy program) • re-configure Special Activity Room and music room (open wall) \$ 5,000 • re-configure Main Office \$ 10,000 • fire alarm system (repair and replace) \$ 35,000 • repair small gym roof (covered under the roofing program) <p style="text-align: right;">Total Costs: \$155,000</p> <p><i>Low Priority - may be completed after study</i></p> <ul style="list-style-type: none"> • playground tarmac repairs • dropping ceilings • air conditioning • window expansion to incorporate more glass within window frame panels <p>* it is the expectation of the committee that any asbestos danger encountered in the process of repair/renovation of Earl Kitchener will be addressed per Board policy</p>

STAFFING IMPACT	<ul style="list-style-type: none"> • Principal and .5 Vice-Principal • 16.5 classroom teaching staff • redeploy 1.0 secretary to another site • redeploy 1.75 custodians to another site • educational assistants are based on student need and will change from year to year • children and parents will have access to a full-time principal • sharing of teachers between twinned schools will be eliminated • Allenby students will have access to a trained computer teacher • number of teachers performing shared duties (e.g. .3 gym +.2 Core French +.5 Library, etc.) will be reduced as the numbers become easier to work with more students and no sharing of teachers between schools
TRANSPORTATION IMPACT	<ul style="list-style-type: none"> • the Board's Transportation Policy will be applied to the new proposed school boundary
OTHER SCHOOL USES	<ul style="list-style-type: none"> • during the public presentations it was suggested that the property be used as a private school • the public presenters made numerous references to the 'green space' of Allenby School and how it has become an intricate part of the community, acting as a park/play area
SOCIAL ENVIRONMENT IMPACT	<ul style="list-style-type: none"> • Presentations referred to Allenby as the 'heart and soul' of the community. • Alderman Kiss commented how City Hall is "trying to defend" neighbourhoods, particularly downtown, and the Allenby neighbourhood had all the requirements: shopping, families, recreational opportunities, and central to this, a good school. • Many long-time residents, both those with children currently attending and those without, spoke of how Allenby was central to their much-cherished, small community. There was significant concern as to how this would be maintained if Allenby was closed. • The Locke Street Business Association was represented to express their support for keeping Allenby open. It was expressed that the school and local businesses are now both thriving, and support each other in very positive ways. • The positive role that Allenby has played for the community, beyond education, was highlighted in two specific instances. The green space and memorial garden area that the school reclaimed has provided the neighbourhood with a beautiful, fun and safe area for all to enjoy. Mother Goose Nursery School has been a tenant at Allenby for many years and provides the neighbourhood with a positive, cooperative organization for young children. • The final area of concern which has been expressed many times through the committee's work was the aspect of safety. Concerns can be summarized in two ways. <ul style="list-style-type: none"> - The possibility of a closed-down, boarded up building could lead to vandalism, noise and property damage. - Parents raised the concern how could their children get to school safely if Allenby was closed. • The close, small neighbourhood that exists today allows for many children to go home for lunch. • The walk to Earl Kitchener would involve dealing with extensive traffic problems along Dundurn Street. In particular, the truck traffic and traffic from the Beer Store and Liquor Store create major safety concerns for young children walking to and from school. • With a larger student population (i.e., more students per grade) there is a larger base of children of the same age with which to make friends. • Earl Kitchener may lose their lunch room.

Allenby School Closure Review

IMPACT SUMMARY

ALLENBY SCHOOL REMAINS OPEN

PROGRAM IMPLICATIONS	<ul style="list-style-type: none">• small staff, no opportunity for partnering for like-grade curriculum development• increased supervision duty, teachers have less of an opportunity to experience a natural break• no on-site support staff• Woodland Garden was the first project; grass area and green space to enrich programming• lunch-hour garden club supports programs through planting, recycling• the green space affords a rich, unique curriculum vehicle for hands-on learning• extra space to spread out for program delivery in both Allenby and Earl Kitchener• Earl Kitchener parents have expressed a desire to be de-twinned; in this manner they would no longer have to share administrative time and support personnel with a second site								
SCHOOL ENROLMENT PROJECTIONS	<ul style="list-style-type: none">• 102 F.T.E. students (2000) is 46% of capacity• 99.5 F.T.E. students (2009) is 45% of capacity• The constant threat of closure of Allenby is seen to have a negative effect on enrolment. Some parents seek alternatives to Allenby because its future seems uncertain (enrolling in St. Joseph's, selecting French Immersion).• The belief that students would transfer to Earl Kitchener given the closure of Allenby was challenged in the presentations.• Several community presenters expressed concern that students affected by the closure of Allenby would likely leave the Hamilton-Wentworth District School Board to attend St. Joseph's School at Locke and Herkimer Street. One of the key factors in choosing St. Joseph's over Earl Kitchener would be the concern for the safety of the children walking on Dundurn Street.• It was pointed out that the historical population trend for Allenby was not one of steady decline but a wave as new families come in and raise their children in the community.• Some presenters suggested that returning the Grade 6 students from Ryerson would alleviate overcrowding there and would enhance Allenby's enrollment.• Establishing Allenby as a Kindergarten-to-Grade 8 school was also proposed as alternative to reduce overload at Ryerson and increase enrolment at Allenby.• Presenters to the committee suggested that the abutting catchment area of Central School has a predicted increase in student population to beyond accepted capacity, within the next ten years. The group proposes to expand the catchment area of Allenby School one block east, to Hess Street. They see this move as addressing the long range attendance needs of both schools.• School enrolment has been low, but constant.								
FINANCIAL IMPACT	<ul style="list-style-type: none">• Operation Costs over the next eight years: \$665,179 per annual cost X 8 = \$5,321,432• Maintenance Costs over the next eight years: <u>\$1,156,300</u>• Total <u>\$6,477,732</u>• these costs do not include any upgrades to building or program• current cost per student (using 2000/2001):<table><tr><td>Allenby</td><td>Earl Kitchener</td><td>Allenby/Earl Kit.</td><td>Average for District</td></tr><tr><td>\$6928.94</td><td>\$5038.50</td><td>\$4985.23</td><td>\$5661.59</td></tr></table>	Allenby	Earl Kitchener	Allenby/Earl Kit.	Average for District	\$6928.94	\$5038.50	\$4985.23	\$5661.59
Allenby	Earl Kitchener	Allenby/Earl Kit.	Average for District						
\$6928.94	\$5038.50	\$4985.23	\$5661.59						

FACILITY CONDITIONS INDEX (Allenby)	<ul style="list-style-type: none"> • construction year 1920; 27,750 square feet • general appearance of the school is fair • well maintained, but maintenance cannot compensate for the general deterioration of the major elements • the building is not barrier free • there is no ventilation system other than opening windows; exhaust ventilation is merely vacuum-type exhaust hoods that are not very effective • the fire alarm system is an obsolete relay-based system, which should be replaced with a new system to current codes • the security system has been replaced and is in good condition • the original distribution equipment, such as panelboards and starters, are nearing the end of their useful life and should be replaced over a period from 2004-2009 • items requiring repair 2001-2009: <ul style="list-style-type: none"> ✓ High: \$658,000 ✓ Medium: \$ 46,750 ✓ Low: \$439,450
SCHOOL ATTENDANCE AREA	<ul style="list-style-type: none"> • Allenby Boundary: From the middle of Main Street West at Dundurn Street South; east along the middle of Main Street West to middle of Queen Street South; south to a point north of Charlton Avenue West; west of the middle of Dundurn Street South; north to the middle of Main Street West
CAPITAL NEEDS OF PARTNER SCHOOL	Non-applicable
STAFFING IMPACT	<ul style="list-style-type: none"> • currently twinned with Earl Kitchener • shares a .5 Vice-Principal with Central School • 5 staff with the possibility that this will be reduced by .5 by 2009 • 1.75 custodian • 1.0 secretary, may be reduced to .5 by 2003 • Allenby's continued viability of staffing to meet collective agreement demands (e.g., library, core French, would become an extreme challenge. With such a high demand for teachers, finding specialized staff to teach .2 or .3 would be extremely difficult.) • there is a physical demand on staff moving between sites; organization and movement of materials is a challenge; time for extra support activities and supervision support is lost due to staff travel time • The decreasing support for Allenby staff from twinned administrators has created challenges. Outside of the .5 administrator, no other staff member has a discretionary assignment. All are classroom teachers.
TRANSPORTATION IMPACT	<ul style="list-style-type: none"> • no costs
OTHER SCHOOL USES	<ul style="list-style-type: none"> • retain Grade 6, 7, and 8 and designate Allenby as a K-to-8 school • Allenby has a small catchment area which should be expanded to include some of the Central School boundary
SOCIAL ENVIRONMENT IMPACT	<ul style="list-style-type: none"> • maintains a strong centre for Locke Street community • property values will not be adversely affected • Mother Goose co-operative program would not be disrupted • small school allows for healthier, more caring, intimate student relationships • Allenby community feels that their closure has implications for parents with respect to caregivers, financial costs of transportation (gas, parking).

MEMORANDUM

To: Business Committee of the Board
 From: Bennetto School Closure Review Committee
 Date: March 3, 2001
 Subject: Report of the Bennetto School Closure Review Committee

1.0 Background Information

1.1 Committee Composition (as per School Closure Policy 4.01, Article 8)

Superintendent of Education (Chair)	Chuck Reid
Trustee	Judith Bishop
Superintendent of Business	Don Grant
Manager of Accommodation and Planning	Daryl Sage
OSSTF/OCTU Support Representative	no representative
CUPE Support Representative	no representative
Non-Parent Ratepayer	Julie Hudson/Dave Witt

Bennetto

Principal	Katherine Yantzi / Marg Schneider
Teacher	Catherine Erb
School Council Chair	Angie Caruso
Parent Representative	Theresa Raposo

Centennial

Principal	Halina Sims
Teacher	Emily McDonald
School Council Chair	Patti Coates
Parent Representative	Stephanie Husband

1.2 Dates and Locations of Meetings:

September 25, 2000	Bennetto School
October 16, 2000	Bennetto School
December 18, 2000	Centennial School
January 29, 2001	Centennial School
February 5, 2001 (Presentations)	Bennetto School
February 13, 2001	Centennial School

1.3 Delegations in order of Presentation at February 5, 2001 Meeting:

- Presentation of Proposed Changes to Greg Sather
Centennial School
- North Hamilton Community Health Centre Elizabeth Bader
- Grade 6, 7, 8 Students, Bennetto Cally Luu, Cameron Peever,
Keshwattie Balkaran, Travis McNeill
- Partners in the North End Michael Hannigan
- Settlement and Integration Services Morteza Jafarpour
Organization (SISO)

1.4 Committee Decision-Making Procedure

At the final meeting of the Committee, the Bennetto School Closure Review Committee agreed to conduct a secret ballot. Of the twelve committee members who could vote, two abstained and two were absent. Eight members of the Committee cast ballots and voted 6 in favour and 2 opposed to closing Bennetto School.

2.0 Recommendations of the Bennetto School Closure Review Committee

- 2.1 That Bennetto School close.
- 2.2 That the renovations and additions to Centennial School be completed with no disruption to students.
- 2.3 That consultation take place with Parks and Recreation to ensure the future use of Bennetto's facilities by the community (gym, auditorium, pool).
- 2.4 That a process be established to ensure the continued community involvement in the use of Bennetto School.
- 2.5 That a "community-friendly" buyer be found for Bennetto School, so the facility continues to act as a community social service/recreation provider.
- 2.6 That the Board develop an implementation plan in partnership with the school and community.

3.0 Rationale

The rationale considered by the Committee may be found in:

- Appendix A - Impact Summary: Bennetto School Closes**
 - Students Attend Centennial School
- Appendix B - Impact Summary: Bennetto Remains Open**
 - Maintaining Status Quo

IMPACT SUMMARY

Bennetto School Closes – Students Attend Centennial School –

PROGRAM IMPLICATIONS	<p>Expectations:</p> <ul style="list-style-type: none">specialized programs, specialized teachers for science, art and music are maintaineddo not compromise programming due to timelineskeep the middle school atmosphere: continue to nurture student independence, continue to deal with adolescent issuesperformance assemblies must continuecommunity expectation is that full rotary and advisor program remain for middle school studentsportables are not an acceptable solution for staff and parentsmaintain maximum playground 'green' space to pave area of Bennetto Schoolpod area of Centennial School will need to be alteredlack of classrooms in Centennial means an addition to the school is required <p>Implications:</p> <ul style="list-style-type: none">adult ESL program, which is important to the community, would need to be relocatedcomputer program downsized, due to a lack of space - there is concern this downsizing will affect the quality of the current programan increased demand on Centennial's gyms will decrease individual gym timeCentennial would lose space that currently is used for the reading workshop labCentennial's ability to offer social skills assemblies would be reduced due to the increased demand on the gymsmiddle school timetable often dictates programming for the rest of the school, resulting in loss of flexibility of programthe difficulty of running rotary out of portables would be eliminatedspace for Special Education, adult ESL, and French classes would be eliminatedwith three divisions in one school, timetabling becomes more complexCentennial's hallways are small, creating congestion for middle school rotarythere will be a greater flexibility in how teacher preparation time is allotted, allowing for the opportunity to create more specialty teaching situationschanges to Centennial School will not result into a barrier-free schoolthe creation of a larger student population at one site allows for greater resources								
SCHOOL ENROLMENT PROJECTIONS	<p>Centennial (2001) - 717.5 FTE students (including 3 special education classes) = 102.2% capacity (2009) - 576.0 FTE students (including 3 special education classes) = 82.0% capacity</p> <ul style="list-style-type: none">impact - in the first 3 to 4 years, the special education classes would have to be moved in order to physically accommodate the Bennetto population (capacity and classrooms)								
FINANCIAL IMPACT	<ul style="list-style-type: none">Board would not have to address facility upgrades of Bennetto School \$1,017,700 (projected over 8 years)Board would not have to address Bennetto's annual operation costs 245,231Centennial renovation costs spread over 2 years 934,472cost of movingcost of expanding parking lotcosts per student (2000-2001):<table><tr><td>Bennetto (254 FTE)</td><td>Centennial (459.5 FTE)</td><td>Centennial/Bennetto (715.5 FTE)</td><td>District Cost</td></tr><tr><td>\$5351.62</td><td>\$5943.98</td><td>\$5206.82</td><td>\$5661.59</td></tr></table>	Bennetto (254 FTE)	Centennial (459.5 FTE)	Centennial/Bennetto (715.5 FTE)	District Cost	\$5351.62	\$5943.98	\$5206.82	\$5661.59
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FACILITY CONDITIONS INDEX (Centennial)	<p><u>Expectation:</u></p> <ul style="list-style-type: none"> • need a large, well-equipped science lab at Centennial for middle school students • need a large, well-equipped art room at Centennial for middle school students • need a soundproof room at Centennial for middle school instrumental music • no portables; pod must be renovated • create separate entrances for middle school/primary-junior school • storage areas for art supplies, school supplies needed if Bennetto closes • community access room, special education area and French classroom are preferred at Centennial • maintain adult ESL rooms at Centennial • we must have another high standard computer lab for middle school students • upgrade and expand the library • carpet in library needs to be replaced • gym roof requires repair • air quality in 'pods' needs to be addressed • appropriate size water fountains/washrooms for middle school students • lockers will be required for middle school students • larger change room required for the gym • that the proposed addition to Centennial include a second floor to house the current special education classes which are currently operating in the two schools <p><u>Implications:</u></p> <ul style="list-style-type: none"> • lunch hour will be a challenge because of Centennial's layout -- difficult to supervise rooms • parking area needs to be expanded • most entrances are on main streets, therefore safety issue for students; only 2 doorways are safe entrances • only one stairwell for approximately 300 students on rotary 																				
SCHOOL ATTENDANCE AREA	<ul style="list-style-type: none"> • Centennial School attendance area would be expanded to include the Bennetto School boundaries • current Centennial boundary includes: From Hamilton harbour at point west of Tiffany Street; northeast along the harbour to the middle of Wellington Street North; south to the middle of Barton Street East; west of the middle of John Street North; south to the middle of Cannon Street East; west to the middle of James Street North, north to the middle of Barton Street West; west to a point west of Tiffany Street; north to the harbour • Bennetto catchment: From a point west of Tiffany Street and the harbour; northeast along the shore to the middle of Wilcox Street; south to the TH&B line (south of Imperial Street); west to the middle of Birch Avenue; south to the CNR line; west along the CNR line to the middle of Emerald Street North; north to a point north of Shaw Street; west to the middle of Wellington Street North; south to the middle of Barton Street East; west to the middle of John Street North; south to the middle of Cannon Street East; west to the middle of James Street North; north to the middle of Barton Street West; west to a point west of Tiffany Street North; north to the harbour 																				
CAPITAL NEEDS OF PARTNER SCHOOL (Centennial)	<p>Centennial School - Modifications for Increased Student Accommodation Needs</p> <table> <tr> <td>1. Site Work</td><td>\$ 7,500</td></tr> <tr> <td>2. Demolition</td><td>20,000</td></tr> <tr> <td>3. Renovation Construction</td><td></td></tr> <tr> <td>Ground Floor:</td><td>400,140</td></tr> <tr> <td>-convert LRT back to Library/Resource</td><td>\$ 11,140</td></tr> <tr> <td>-add 3 classrooms east of gym</td><td>389,000</td></tr> <tr> <td>Second Floor</td><td>345,455</td></tr> <tr> <td>-convert co-op learning to 8 classrooms</td><td>\$ 336,600</td></tr> <tr> <td>-convert special lang. to MS computer lab</td><td>8,555</td></tr> <tr> <td>Construction Subtotal</td><td>\$ 773,095</td></tr> </table>	1. Site Work	\$ 7,500	2. Demolition	20,000	3. Renovation Construction		Ground Floor:	400,140	-convert LRT back to Library/Resource	\$ 11,140	-add 3 classrooms east of gym	389,000	Second Floor	345,455	-convert co-op learning to 8 classrooms	\$ 336,600	-convert special lang. to MS computer lab	8,555	Construction Subtotal	\$ 773,095
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CAPITAL NEEDS OF PARTNER SCHOOL (Centennial)	<p>4. Miscellaneous</p> <ul style="list-style-type: none"> - fees \$ 82,210 - building permit 8,000 - design contingency (on construction site) 25,563 - construction contingency \$ 161,377 (on construction subtotal) <hr/> <p>Total Cost (excluding GST) \$934,472</p>
STAFFING IMPACT (Centennial)	<ul style="list-style-type: none"> • larger staff creates more flexibility for programming purposes • maintain qualified staff for specialty subjects • reduction and redeployment of one principal • a number of staff from Bennetto and Centennial have expressed their desire not to be involved in the merging of Centennial and Bennetto Schools • reduction in administration and support staff (reduce by one principal; one secretary) • combining the schools could also negatively impact on current Learning Resource Teacher deployment
TRANSPORTA- TION IMPACT	<ul style="list-style-type: none"> • no impact • will continue to follow Board Policy
OTHER SCHOOL USES (Bennetto)	<ul style="list-style-type: none"> • the committee recommends the adult ESL program be moved to the Bennetto building • three community groups have come forward and have expressed interest in purchasing Bennetto School from the Hamilton-Wentworth District School Board. Each of these groups has expressed an interest to provide services to the local community <ul style="list-style-type: none"> > Settlement Integration Services Organization (SISO) > North Hamilton Community Health Centre > Diverse Community Achievement Centre of Hamilton and Region Inc. • consultation is necessary with Parks and Recreation to ensure future use of facilities (auditorium and gym) by the community • a process to ensure continued community involvement needs to be established
SOCIAL ENVIRONMENT IMPACT	<p><u>Expectations:</u></p> <ul style="list-style-type: none"> • the transition back to Centennial for some students must be considered and planned for (perhaps a gradual transition phase, keep back grade 6's first year) • involve the students in the transition, both at Centennial and at Bennetto • timelines for implementation need to be established and communicated • a transition plan for both staff and students, which would assist in helping them adjust to the merging of two schools • we need a process for naming the 'new' school • a strong desire from parents to keep K-5 and 6-8 students separate (i.e. separate entrances, separate wing) • renovations to occur with no disruption of school life • new management issues with a broader range in age groups will need to be addressed <p><u>Implications:</u></p> <ul style="list-style-type: none"> • no room for the Tuck Shop which serves hot lunches for students and provides excellent work experience for Grade 7 and 8 students • loss of adult ESL • potential for peer program and reading buddies • special events like Foodfest Friday provide cooking experience for children; dances provide rewards for students and social interaction necessary for middle school

**SOCIAL
ENVIRONMENT
IMPACT
(cont'd)****If Bennetto Closes:**

- The question of what would happen to the building would have to be addressed:
 1. *If no buyer is found -- the community will have a large derelict building connected to a newly renovated recreation centre*
 2. *If a "community-friendly" buyer is found - the community will retain access to the gym and auditorium and benefit from additional programming and/or services*
 3. *If a "community-unfriendly" buyer takes ownership - the community loses access to a key recreational facility*
- It could negatively impact upon attempts to strengthen the neighbourhood if new school situation is not adequate.
- It could positively impact attempts to strengthen the neighbourhood if the new owner of the facility provides additional services/programming for the neighbourhood.
- It will further reinforce the neighbourhood's perspective that they are not taken into consideration or listened to when it comes to major decisions regarding their neighbourhood. This could/will be especially true for the Bennetto students.
- Another consideration regarding selling the facility needs to be the long-term capability of prospective buyers to maintain the building and possible programming. Even a "community-friendly" buyer who is incapable of sustaining the facility is a problem for the community.

IMPACT SUMMARY

Bennetto School Remains Open — Maintaining Status Quo —

PROGRAM IMPLICATIONS

Bennetto:

- will continue to take advantage of science labs, computer labs, library, family studies room, large gym, auditorium, art room with kiln, music room that is soundproof with enough room to store instruments
- subject specific rooms are an advantage
- the school's nutrition program, family studies room and Tuck Shop will remain
- close proximity to recreation centre -- easy access for use in Phys. Ed. program and swim program
- school schedule can run independently -- does not interfere with primary and junior schools
- special education program focuses on needs of middle school students; this resource does not need to be shared with other divisions

Centennial:

- flexibility to provide program and space for
 - > gym for lunch and extra-curricular
 - > Writing to Read
 - > a stand-alone French classroom
 - > a stand-alone keyboarding room
 - > adult ESL
 - > a room is available for parent use
 - > a LRT office and individual work rooms are available
- small teaching areas are available
 - > Development Delayed class
 - > Communications class
 - > Early Literacy class

SCHOOL ENROLMENT PROJECTIONS

- Hamilton is second most popular destination for immigrants who often move first into the North End
- Although Bennetto is at 99.4% capacity with 265 students, its potential to offer program is reduced by the small number of students it serves. The Ministry funding suggests a minimum of 500 students to operate a program with sufficient resources.
- Enrolment Projections:

Centennial	-(2001)	453.5 FTE students (including 2 special education classes)	= 64.5% capacity
		- (2009) 365 FTE students (including 2 special education classes)	= 51.9% capacity
Bennetto	- (2001)	264 FTE students (including special education classes)	= 104.1% capacity
		- (2009) 211 FTE students (including special education classes)	= 83.2% capacity

FINANCIAL IMPACT

- no cost of moving and the additions/renovations required at Centennial School, estimated at \$934,472
- would have to address the following costs at Bennetto, over the next 8 years:
 - > facility upgrades \$1,015,700

costs per student (2000-2001)			
Bennetto (254 FTE)	Centennial (459.5 FTE)	Centennial/Bennetto (715.5 FTE)	District Cost
\$5351.62	\$5943.98	\$5206.82	\$5661.59

FACILITY CONDITIONS INDEX (Bennetto)	<ul style="list-style-type: none"> • excellent from within ... working well right now with few problems • school is in reasonable shape (aside from roof, which has always been a problem) • family studies and shop facilities are available once funding becomes available again or in case of use in nutrition program and Science and Technology • auditorium is a huge bonus ... no interruptions of Phys. Ed. program for presentations, used for Drama, etc. • could auditorium be rented out to community theatre groups or others? • currently at 99/4% Ministry rated capacity • constructed in 1966 and composes an area of 53,131 sq. feet • landscaping was observed to be marginally healthy and in need of increased maintenance to improve its condition • the facilities audit conducted by the Board found to be in fair condition, considering its age and has benefited either from the conscientious effort of the janitorial staff or low enrollment for most of its life or both • replacement of ceiling tile and continuing maintenance of vinyl flooring are affected by the inherent asbestos problem which has necessitated the school Board intervening and instructing staff not to move the ceiling tiles for fear of disturbing the asbestos-containing material in the ceiling space • the flat roof membrane assembly appears to be in critical condition and should be replaced and re-sloped to drains • it is recommended that an updated barrier-free study be undertaken as there currently appears to be no access to the second floor or the auditorium and temporary access at grade • Bennetto has had some major work performed in the boiler room recently (1997-98) three new boilers, two new domestic water heaters and new asbestos free piping • the mechanical system observed in the school is in good condition, in general, and mechanical components appear to be well maintained • Projected Cost between 2000-2008 <ul style="list-style-type: none"> - Urgent: \$817,900 - High: 196,300 - Medium: 1,500 - Safe Risk: 2,000 (fire protection system) • Total: \$1,017,700
SCHOOL ATTENDANCE AREA	<ul style="list-style-type: none"> • how will we be affected by other changes in downtown area? other school closings? • travel is the same so attendance is the same unless boundaries change
CAPITAL NEEDS OF PARTNER SCHOOL	<ul style="list-style-type: none"> • none if Bennetto remains open
STAFFING IMPACT	<ul style="list-style-type: none"> • remain the same for both Centennial and Bennetto • savings in the reduction of administrative and support staff would be lost
TRANSPORTA- TION IMPACT	<ul style="list-style-type: none"> • none, no transportation required
OTHER SCHOOL USES	<ul style="list-style-type: none"> • none, status quo would continue

**SCHOOL
ENVIRONMENT**

- the Middle School model is viewed by the staff and community as being a successful transition builder for young people moving into secondary education
- keeping Bennetto open would retain each school's individual identity and culture
- Continuity of current schooling set-up is maintained (there is no disruption) which benefits the neighbourhood in the immediate future. The current anxiety and negative feelings among students and parents surrounding the possible closure would be dispelled.
- Bennetto gym and auditorium remain accessible to the neighbourhood through the Recreation Centre
- the adult ESL classes that are run out of Centennial will not be displaced

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

February 2001

To: The Members of the Business Committee

From: The Dundana School Closure Review Committee

Re: Report of the Dundana School Closure Review Committee

Recommendation:

That Dundana School be removed from consideration for closure at the present time.

Background Information:

Special thanks are extended to the following members of the Dundana School Closure Review Committee for their time and commitment:

Name	Representing	Name	Representing
Bea Howell	Dundana Council	Bruce Milliken	Dundana Parent
Steve Oulahen	Dundana/Pleasant Valley Principal	Olga Maxemiuk	Dundana Non-Teacher Staff
Dana Atkinson	Dundana Community	Kirby Moncur	Dundana Teacher
Wally Warwick	Dundana CUPE	Heather Bullock Ian Thompson	Trustee
Leah Schwenger	Yorkview Principal	Gaye Welch	Yorkview Teacher
Kathleen Henderson	Yorkview Parent	Nancy Katz	Dundas District Council
Rob Brown	Dundas District Principal	Val Minden	Dundas District Community
George Gould	Dundas District Teacher (September-November)	Jessica Brennan	Pleasant Valley Council
Scott Lowrey	Pleasant Valley Vice Principal	Gloria Kidney	Pleasant Valley Teacher
Derek Evans	Pleasant Valley Parent	Michael Downs	Dundas Central Parent
David LaCombe	Dundas Central Principal	Sheila Ashcroft-Shupe	Dundas Central Teacher
Doug Edwards	Dundas Central Council	Carolyn Cocchio	Central Park Council
Doug Lenz	Central Park Principal	Marnie Strauch	Central Park Teacher
Rosemary Gringhuis	Central Park Council	Doug Foster	Central Park Community

The committee held seven meetings, generally from 7:00 to 9:00, from September 18, 2000 to January 29, 2001. The committee held a community meeting at which time it heard 21 presentations. Each one of the presenters spoke against the closure and expressed strong support to remove Dundana from the list for review for potential closure and/or to leave the school open.

The committee unanimously endorses the recommendation to leave Dundana School open.

Rationale To Support Decision to Remove Dundana From Consideration for Closure:

Members of the Dundana Closure Review Committee strongly support the recommendation to keep Dundana open. Only 4 of 27 committee members are parents from the Dundana School community. As such, the unanimous support across the committee to keep Dundana open reflects broad community support from all six public elementary school communities in the former Town of Dundas.

Why the wide support to keep Dundana open:

- Closing Dundana would result in severe overcrowding at the remaining schools (Program Implications)
- Closing Dundana would seriously impair programming - loss of classrooms for special needs, learning resource, French, music, science in 4 of 5 schools, shortage of JK and SK rooms in 2 of 5, and inadequate washroom facilities in 2 of 5 (Program Implications)
- Enrolment projections indicate that the overcrowded conditions with use of portables would continue for the foreseeable future. This would leave no room for growth or error in projections (Enrollment Projections)

An alternative to closure of Dundana:

- Closing a school is not the answer to accommodation problems in Dundas.
- All Dundas School Council Chairs and parent representatives with School Board Staff worked on an alternate community solution in which Dundana remains open and catchment boundaries are redesigned for Dundas Elementary Schools.

Benefits to the School Board – The Community Alternative:

- Able to increase full operating funding from 3 schools to 6 schools (School Attendance)
- Reduce transportation costs (Transportation)
- Reduce use of portables (Financial Impact)
- Dundana facility not expensive to operate, overall good condition (Mr. Cupido)

Benefits to Students/ Parents/Community:

- Level of programming maintained at a high level (Program)
- Safe not overcrowded conditions in the Dundas Community (Program)
- Relocate students for a positive reason (School Attendance)
- Win Win partnership between parents and the HWDSB (Social Environment)

This strong recommendation for Dundana to remain open follows a thorough and objective review of information provided to the Review Committee, and full consideration of both the Board's conceptual plan and the implications of closure for the community of the former Town of Dundas.

Should The Board Decide To Close Dundana:

- Ensure that Dundas elementary students are not in (over) crowded learning environments
- Achieve viability of all Dundas schools
- Dundas students remain in Dundas
- Transportation to be reduced when possible
- Neighbourhoods to travel together when boundary changes are necessary
- Effective date of closure: June 2002

Appendix A.**Dundana School Remains Open****PROGRAM
IMPLICATIONS**

If Dundana remains open and catchment boundaries change, then changes in enrollment levels at Dundas public elementary schools could affect the programming offered at these schools. To appreciate how enrollment changes can affect programming consider that:

- (1) When enrollment at a school approaches 85% of Ministry Rated Capacity, all classroom space is often being put to effective use. One important reason that schools are effectively "full" when at 85% capacity is that classroom space is dedicated to delivery of specialty programs such as French, Music, Art, Science and Technology, and Information Technology, and to other aspects of programming that involve special needs children, guidance, and learning resources. Ministry Rated Capacity numbers do not take into account space needed to offer such programs.
- (2) At present, some Dundas public schools are operating with enrollment at levels significantly greater than 85% Ministry Rated Capacity. In these schools, the delivery of the programs described above is currently compromised by the unavailability of space to offer those programs. Documents provided to the Review Committee indicate that delivery of these programs is part of the provincial curriculum, and therefore an important component of the Hamilton-Wentworth District School Board's objectives.
- (3) A change in catchment boundaries without closing Dundana provides a solution to current programming problems associated with overcrowding at some of the Dundas public elementary schools.

Keeping Dundana open would also have positive implications for activities that depend on shared resources, such as libraries, gymnasiums, playground space, and washrooms. When enrollment at a school approaches 100% Ministry Rated Capacity, availability of these shared resources can be compromised.

The specific implications of the conceptual plan put forth by the Dundas Study Team, in which Dundana stays open and enrollment at all Dundas schools is set at approximately 80% of Ministry Rated Capacity, are described below.

Central Park (Enrollment increase from 330.5 to 247)

- at present there are no rooms allocated to specialty programs such as Music, Art, and French. There is no Science and Technology room, and the computing facilities are currently housed in the back of the library. The decrease in enrollment of 83.5 students would address the overcrowded learning environment at this school, and would allow much needed space to be allocated to the above programs

Dundana (Enrollment increase from 315 to 352)

- the increase in enrollment of 37 students would bring enrollment to about 87% of Ministry Rated Capacity. At this level, the school

would be at its functional capacity, with space for specialty programs scarce

- more study may be needed to evaluate whether this increase in enrollment can be tolerated without negatively impacting specialty programming
- The library and gymnasium are large, and there would be adequate washroom space

Dundas Central (Enrollment increase from 186.5 to 393)

- The incoming 206.5 students would likely fill eight of the nine classrooms that are currently empty at this school and would create a need to expand programming. Rooms would be available for specialty programs such as Science and Technology and Information Technology. The extra room could be allocated for Special Education classes without compromising other specialty programs.
- The library and gymnasium are large, and there would be adequate washroom space

Dundas District (Enrollment decrease from 603 to 461)

- Current enrollment of 603 is at absolute maximum. The decrease of 142 students would help to address problems associated with an overcrowded learning environment. Although the school is crowded, rooms are currently allocated to Information Technology, Science and Technology, Music, and French. The library is currently being used as a classroom part-time, so students have access to the library only part-time.
- The gymnasium is adequate, the library would be adequate if available full-time, but the playground space is not adequate for the current enrollment. Again, the decrease in enrollment would help address overcrowded conditions
- More study may be needed to ensure that potential negative programming implications associated with the loss of Grade 6 students that would outweigh the benefits of easing overcrowding.

Pleasant Valley (Enrollment increase from 194.5 to 267.5)

- Accommodation of the incoming 73 students would bring enrollment to approximately 80% MRC
- Programming implications would be significantly less negative than the Board's proposal to push enrollment to 289 students
- Even at 80% capacity, addition of the 73 students could result in loss of rooms currently used to deliver one or more of the French, Music, and Information Technology programs, as well as the Learning and Resource room
- Further study is needed to determine an enrollment level at this school that would not compromise programming seriously
- Gymnasium and playground space would remain adequate, but

	<p>washroom space could be a problem</p> <p>Yorkview (Enrollment decrease from 236.5 to 175)</p> <ul style="list-style-type: none"> - There are currently no classrooms available for growth, and the only classroom dedicated to a specialized program is the computer lab. There is currently a shortage of space for the resource teacher, no science and technology room, and no Music room. As such, the decrease in enrollment of 61.5 students would allow much needed space to be allocated to the above programs. <p>In summary, the proposal to keep Dundana open and to change catchment boundaries would ease overcrowding at three schools (Dundas District, Central Park, and Yorkview), and would fill a large measure of empty space at another school (Dundas Central). All of these changes would have significant positive implications for programming. Further study would be needed at Pleasant Valley, Dundana, and Dundas District to ensure that possible negative program implications associated with either higher or lower enrollment would be minimal. Together, these implications suggest that a solution to current accommodation challenges in Dundas is available if Dundana stays open.</p>
<p>FACILITY CONDITION INDEX</p>	<p>A proper maintenance schedule needs to be re-instituted for Dundana school. The parents of Dundana students view the school as an ideal facility for the provision of learning opportunities. The positive attributes of the plant as well as its superior situation within the community provide a model environment for the education of their children.</p> <p>We understand the following about the Facility Condition Index:</p> <p>There has been a certain level of neglect in maintaining the building due to lack of funds. However, the overall condition of Dundana School is good and is considered by senior Board of Education staff to be equal to the average Hamilton-Wentworth school that is scheduled to remain open, following the school closure process. Issues relating to significant capital expenditures such as asbestos and fire protection systems are common to virtually all Hamilton-Wentworth schools. Dundana School has significant positive facility attributes, which make this facility a "superior school".</p> <p><u>Indoor Facilities</u></p> <ul style="list-style-type: none"> • Contains large double gym with change rooms, washrooms, storage room, stage area with wings. This resource is excellent for physical education, drama, and provides recreational opportunities to much community-wide user groups. • The large information center (library) is well appointed with modern resources, furniture, storage areas, and seminar room, all to support literacy skill development and cooperative small group learning activities. • The modern computer lab with Internet access is central to the building providing information technology skills development opportunities for the entire school (31 computers in this lab). • The special needs areas (2), and resource rooms are ideally located for conferences and assessments, facilitating speech and language development, ESL teaching, etc. There is a middle classroom with full support resources. • The art room has a kiln, drying shelves, racks, separate storage room, counters and sinks, good lighting (artificial and natural), bulletin boards, and display areas • JK and SK rooms are large and bright with counters, sinks and

furnishings scaled to the appropriate size for students. The separately fenced outdoor play area is ideal for various modes of play and is safe.

- The **French room** has audiovisual equipment; shelving display materials, French reading resources and bulletin boards.
- The **Regular classrooms** have mini computer labs, adequate storage sinks and water access, tables and chairs that facilitate flexible groupings, blackboards, display boards, shelving and classroom resource material, as well as excellent science and technology kits and equipment. Windows provide excellent natural lighting and open to permit good ventilation.
- The **administrative areas** consist of the principal's office and secretary's office with a reception area. The **guidance and Health area** consist of two offices, parent volunteer space and a nurse's room. It is close to the administrative offices. Staff has their own room with kitchen facilities and relaxing furniture. Students have adequate washrooms and the plant as a whole, is a well-structured school environment.

Outdoor Facilities

- Dundana has ideal outdoor **green space with 5 acres** of playing fields and playground area with appropriate fencing. The tarmac area is large enough to accommodate rainy day activities and games.
- The **Environmental Garden** with native plant material, flowers, and vegetables also has seating, shaded areas and fencing. It provides for environmental and hands-on learning opportunities.
- There is a **segregated outdoor play** area for JK and SK students.
- There is excellent **buffering** between playgrounds and adjacent neighbors including a significant number of mature shade trees.
- Student fundraising programs have financed the soccer field and outdoor basketball court.
- The **driveways and parking** are ample for staff and visitors and are well constructed to minimize safety concerns and reduce traffic flow.
- The **bus loading** area is safe
- There is adequate external **lighting**

Location in Dundas

- The school's physical **location within the Dundas** community facilitates excellent opportunities and relationships with other school community facilities and resources.
- Quiet **residential streets** surround the school. The location on Dundana avenue is ideal in that this is a very quiet street from a traffic perspective and hence, is very safe for bus loading, parent driven vehicles, drop-off and pick-up access, walking and bicycling to the school.
- The school is located on the Hamilton to Brantford **Rail Trail** providing excellent, safe pedestrian and bicycle access - affordable, sustainable, and healthy transportation options.
- Dundana School is located close to **Sanctuary Park**, which is readily accessed by walking along the Rail Trail.
- Dundana is also located adjacent to the **HRCA's Dundas Valley Conservation Area**. The proximity to the 2000-acre natural environment area facilitates pedestrian access from the school. The Dundas Valley is an ideal resource for outdoor education and environmental studies. Dundana School has developed an excellent relationship with the HRCA and its staff for outdoor programming, largely based upon their proximity and ease of access.

	<ul style="list-style-type: none"> • Public Transportation is available just a very short walk away from the school. This ready access allows staff, students and parents affordable, sustainable transportation options and links the school to resources within Hamilton such as McMaster University for special program outings. • Dundana is located close to the Dundas Valley School of Art and students can access this community resource safely as pedestrians. This proximity and ease of access facilitates and supports educational opportunities for Dundana students - a positive community link. • There are many seniors' homes within easy walking distance to Dundana School. This proximity and easy access facilitates volunteering and positive relationships that benefit the students and seniors.
SCHOOL ENROLMENT PROJECTIONS	<p>The enrollment projections from the Accommodation Report of Educational Study Area 2 (September 1999) for the six public elementary schools in Dundas are summarized in Appendix C. Corresponding enrollment projections provided to the Review Committee are summarized in Appendix D. The bottom two rows in Appendices D gives the total Ministry Rated Capacity (MRC) for the six Dundas area schools assuming that Dundana Public School remains open, and the percentage of that capacity that would be occupied in each year.</p> <p>Under the assumption that Dundana remains open in June of 2001, the projections indicate that Dundas public schools would be operating at about 80% of Ministry Rated Capacity in 2001. The preceding section on Program Implications outlines why this is an appropriate level of enrollment for Dundas schools. The enrollment projections allow us to evaluate further whether this appropriate level of enrollment would be maintained in following years.</p> <p>Considering the enrollment projections in Appendix C (Accommodation Review of September, 1999), it is clear that there is no projected decline in enrollment for Dundas schools. Enrollment is projected to stay constant at about 80% Ministry capacity from the years 2000 to 2008. This constant level of projected enrollment suggests that any benefits associated with keeping Dundana open will be felt next year, as well as for many years to come.</p> <p>The enrollment projections in Appendix D (Review Committee data of September, 2000) differ somewhat from those in Appendix C (Accommodation Review of September, 1999) in that there is a projected decline in enrollment from 80.6% to 72.4% MRC (or about 194 students). This disparity in two projections made just one year apart raises concerns over their accuracy. In particular, the accuracy of the earlier projection (see Appendix C) can be evaluated across a short time interval by examining enrollments from the current year. Whereas it was projected that enrollment would increase from 1806.5 to 1863 (see Appendix C), the current enrollment of 1897.5 (see Appendix D) indicates greater actual than projected growth. One would think that if the earlier projection underestimated growth, the subsequent projection might correct for this underestimate. Yet, the opposite seems to have occurred; the newer projection predicts even less growth than the original projection. It is very difficult to understand why the estimate of enrollment growth would be lowered in the face of actual data that indicate prior projections underestimate that growth. Indeed, discussions with persons with experience in land development suggest to this committee that the Dundas community is very likely to continue its historic pattern of modest, but steady, growth.</p> <p>In a word, the enrollment projections given to the Review Committee contradict common sense. Actual enrollment data indicate growth in Dundas (see years 1997 to 2001 in Appendix D). A first projection (see Appendix C) underestimates this growth, and the consequent second projection predicts for even less growth.</p>

	<p>In the absence of sound enrollment projections, the best guess to future enrollment is current enrollment, and the current enrollment would leave Dundas schools at about 80% MRC. This level of enrollment would allow for positive accommodation changes (see section on programming implications) to be made through changes to catchment boundaries, and at the same time would leave a small amount of room for the modest enrollment growth or expansion of programs.</p> <p style="text-align: center;">Please refer to Appendices C and D</p>
FINANCIAL IMPACT	<p>If all six schools are put over 80% ministry-rated capacity during the boundary reconfiguration, then the Board's financial position will be maximized to a position whereby the Board shall receive funding from the Province as if all schools in Dundas were at 100% ministry-rated capacity.</p> <p>Keeping Dundana open and putting four or five Dundas schools over 80% MRC would accord with the Board's responsibility of providing schools and facilities for their students and operating and maintaining their schools as effectively and efficiently as possible.</p> <p>This situation would be ideal from the point of view of the Dundas community since the schools would not be overcrowded and portable-intensive and would approach the "ideal school" model held up by the Board as its goal. The 'study team' worked with Board staff on boundary reconfiguration and came up with some scenarios that fulfill this goal.</p>
SCHOOL ATTENDANCE AREAS	<p>Regardless of whether Dundana stays open or closes, catchment boundary changes will certainly occur for public elementary schools in Dundas. The preliminary catchment area conceptual redesign arrived at by the Dundas Study Team assumed that Dundana would remain open. The Study Team attempted to minimize any potential negative impact associated with such changes by moving together children within well-defined Dundas neighbourhoods. With neighbourhood integrity as a constraint, the change of catchment areas was then driven by several objectives.</p> <ol style="list-style-type: none"> (1) The catchment area changes should eliminate the use of portables. Indeed, the conceptual redesign met that objective, which is certainly a positive step. (2) Although there was insufficient information available to plan this issue formally, the catchment area changes should attempt to minimize transportation requirements. Indeed, the conceptual redesign should reduce transportation needs by about 100 students by aligning catchment areas as closely as possible with actual locations of schools, and by eliminating the need to transport Grade 6 students to Dundas District. (3) The catchment area changes should maximize the Plant and Operations funding allocated to the Hamilton-Wentworth Board from the province, by achieving 80% MRC in as many schools as possible. The conceptual redesign, which was done in a relatively short amount of time, shows clearly that it is possible to change catchment areas in Dundas such that the enrollment at all six Dundas schools would be at approximately 80% MRC. <p>In summary, catchment area changes appear to be inevitable. The Dundas Study Team has done preliminary work on this issue under the assumption that Dundana remains open. Although drawbacks associated with</p>

	such changes are unavoidable, the principles followed by the Dundas Study Team minimize those drawbacks, and go a long way toward addressing the accommodation challenges facing Dundas public elementary schools.
CAPITAL NEEDS OF PARTNER SCHOOLS	Since under the scenarios surveyed by the study team grade structures were not changed, there would be no capital need should Dundana remain open and boundaries change.
STAFFING IMPACT	If Dundana remains open and catchment boundaries change, then, in terms of staffing, there would be minimal financial impact to the Board since the staffing of the schools would be similar to the current complement.
TRANSPORTATION IMPACT	If Dundana remains open there would be a reduction in transportation at Central Park, Pleasant Valley and Yorkview because there will be no longer a need to transport the grade 6's to District thereby reducing by approximately 100 students the bussing requirements.
OTHER SCHOOL USES	<p>The option to keep Dundana open will benefit the Dundas Community by continued use of the indoor facilities for Boy Scouts and Beaver groups, neighbourhood sports groups, voting and, community classes.</p> <p>The outdoor facilities will continue to promote community physical fitness by use of soccer, track, and basketball and baseball facilities by organized groups such as Dundas Girls Soccer League, regional school meets and informal neighbourhoods groups.</p>
SOCIAL ENVIRONMENT IMPACT	<p>The social impact of keeping Dundana School open will be that many positive factors in the community will continue. The partnership between the Dundas School Councils which brought forth the proposal (keeping Dundana school open and to change the current catchment boundaries) illustrated the strength of working together for common beliefs and goals. The proposal of keeping Dundana School open will meet the following goals of parents in Dundas:</p> <ul style="list-style-type: none"> • to assist the HWDSB with their financial problems by making all Dundas schools viable and reducing transportation costs • the children of Dundas are able to attend schools that are not overcrowded and have space for special education needs , specialized programming rooms and safety • the use of portables is eliminated where possible • that Dundas children will continue to be educated in their Dundas Community and have opportunities to volunteer and learn about their community • when boundary changes are necessary, to assist in those difficult changes for families by moving neighbourhoods together, involving all Dundas schools and promoting the benefits of transferring • to work with the HWDSB to find solutions that improve our children's education.

The option to keep Dundana School open will continue to strengthen already established partnerships in the wider Dundas community such as business support of school projects (i.e. Environmental Garden, Basketball court), Dundas Valley School of Art, Wentworth Lodge, Dundas Valley Conservation Area, and neighbours.

The option to keep Dundana School open will endorse continued parent involvement in Dundas schools where volunteering to assist in their children's school and fund-raising enriches the learning environment and a positive relationship between, staff, children and parents.

The option to keep Dundana School open will continue to provide the positive aspect of the green space around Dundana both to the education of the children and the wider community.

Appendix B.**Dundana School Closes****PROGRAM
IMPLICATIONS**

Three issues are particularly important in evaluating the program implications of closure of Dundana Public School:

- (1) Closure of Dundana Public School would result in mean enrollment at the five remaining public schools approaching 100% of Ministry Rated Capacity. For example, if Dundana were not open this year, then enrollment at Dundas public elementary schools would be 99.8% of Ministry Rated Capacity. Using enrollment projections provided to the review committee, if Dundana closes in June of 2001, then enrollment at Dundas public elementary schools will be 97.8% of Ministry Rated Capacity.
- (2) Ministry Rated Capacities of schools are based, in large part, on the number of classrooms available in each of the schools. However, this estimate of the number of classrooms per school is not adjusted for classrooms currently used for program delivery of French, Music, Art, Science and Technology, and Information Technology, as well as classrooms sometimes needed for special needs children, guidance, and learning resources.
- (3) Documents provided to the Review Committee indicate that program delivery in the above areas is an important component of the objectives of the Hamilton-Wentworth District School Board (see page 1 of Review Committee binder).

With these issues in mind, it seems clear that closure of Dundana would have a significant negative impact on program delivery in Dundas public schools. In schools that currently have space allocated to programs such as Music, Art, French, Science and Technology, and Information Technology, closure of Dundana would require this space to be re-allocated to regular classroom use to accommodate increased enrollment. In schools that currently do not have sufficient space allocated to these programs, closing Dundana would make even less likely the prospect that space would be allocated for such programs in the future.

All of these subject areas are part of the provincial curriculum and therefore must be delivered to students. Could programs in these subject areas operate without space dedicated for their delivery? In some cases, such as Information Technology, the program simply cannot be a mobile one. In other cases, it may be possible for a program to be mobile, moving from classroom to classroom during the day. However, even if mobile program delivery is possible, it is not reasonable to expect the standard of a mobile program to match that of a program with dedicated space. For mobile programs, art projects cannot not be laid out on floors to allow paint to dry, large musical instruments cannot be moved from classroom to classroom, learning aids to build French vocabulary cannot be taped to walls, and scientific demonstrations are constrained to those that have modest material needs.

The closure of Dundana also has the potential to negatively affect programs that depend on shared resources, such as libraries, gymnasiums, and playground space. When enrollment at a school approaches 100% Ministry Rated Capacity, availability of these shared resources are often compromised. To provide one example, the library at Dundas District Public School is currently available to students only on a part-time basis. Note that enrollment at Dundas District is 104% Ministry Rated Capacity.

The specific impact of Dundana closure on programming at the remaining five Dundas area public elementary schools, assuming the Board's conceptual plan for re-distribution of students, is detailed below.

Pleasant Valley (Enrollment increase from 192.5 to 289)

- Accommodation of the incoming 96.5 students would result in loss of the rooms used to deliver the French, Music, and Information Technology programs, loss of the Learning and Resource room, and space for the Kindergarten program could be compromised.
- Gymnasium and playground space should be adequate, but washroom space may be a problem

Dundas Central (Enrollment increase from 185.5 to 445)

- The incoming 259.5 students would fill the nine classrooms that are currently empty at this school, and would create a need to expand programming. Rooms would be available for Science and Technology and Information Technology programs. If space must be allocated for Special Education classes, this could limit the availability of rooms for other specialty programs
- The library and gymnasium are large, and there would be adequate washroom space.

Central Park (Enrollment increase from 334.5 to 436.5)

- The larger enrollment numbers might provide an opportunity for new programs. However, there are currently no rooms allocated to specialty programs such as Music, Art, and French. There is no Science and Technology room, and the computing facilities are currently housed in the back of the library. The addition of 102 students would not be a positive step in addressing the current shortage of space for delivery of these programs.
- The gymnasium is large the playground space is adequate, but washroom space will certainly be a problem

Dundas District (Enrollment decrease from 604 to 490)

- Current enrollment of 604 is at absolute maximum. The decrease of 114 students would help to address problems associated with an overcrowded learning environment. Although the school is crowded, rooms are currently allocated to Information Technology, Science and Technology, Music, and French. The library is currently being used as a classroom part-time, so students have access to the library only part-time.
- The gymnasium is adequate, the library would be adequate if available full-time, but the playground space is not adequate for the current enrollment. Again, the decrease in enrollment would help address overcrowded conditions.

Yorkview (Enrollment decrease from 258.5 to 249)

- There are currently no classrooms available for growth, and the only classroom dedicated to a specialized program is the computer lab. There is currently a shortage of space for the resource teacher, no science and technology room, and no Music room.
- The gymnasium, library, and washroom space are adequate.

In summary, although overcrowding will ease at one school (Dundas District), and empty space will be filled at another school (Dundas Central), significant negative program implications can be expected at the other three schools. These implications suggest that the solution to current accommodation challenges in Dundas is not to close one of its schools. Such a closure will ease some current problems, and will exacerbate others. Schools in Dundas will be either full with no room for expansion of programs (e.g., French Immersion), or more than full with no opportunity to implement the programs that are part of the Board's plan for superior schools.

To deliver high quality programs, space must be dedicated to programs. The plan to do so in new schools built by the Board acknowledges this point. Here, we note that excellence in program delivery is also possible at existing schools, as long as policies do not mandate that these schools have enrollments approaching 100% Ministry Rated Capacity.

N.B. There would also be significant program implications at the secondary schools as a result of changing feeder patterns from elementary schools. Highland Secondary School programming would be hurt severely by the loss of students who currently walk to Dundana and students from University Gardens.

FACILITY CONDITION INDEX

The projected cost of maintenance of school facilities for each of the six Dundas public elementary schools was provided to the Review Committee. However, at the Review Committee meeting on September 18th, 2000, members of the Review Committee were told by Tony Cupido that the type of audit conducted for Dundana differed from that conducted for the other five Dundas schools. In effect, the more thorough audit conducted of Dundana would be expected to produce maintenance estimates that exceed those for the other five schools even if the schools were in comparable states of repair. As such, the data provided to the Review Committee cannot be used to evaluate the relative "state of repair" of Dundana public school. Even if the audits conducted for the Dundas schools were comparable, the Review Committee indicated that Dundana ought to be evaluated relative to all other schools in the Hamilton-Wentworth region, rather than Dundas schools only.

In response to these concerns, Mr. Cupido assured the Review Committee that Dundana is in neither particularly bad repair nor an expensive school to operate. In his words, Dundana "is no better or no worse than the majority of other schools" in Hamilton-Wentworth with respect to projected maintenance costs, and Dundana "is not an expensive school to run."

In the absence of appropriate comparative data, and in light of the comments of Mr. Cupido, it seems clear that there is nothing to gain in terms of projected maintenance costs by closing Dundana.

SCHOOL ENROLLMENT PROJECTIONS

The enrollment projections from the Accommodation Report of Educational Study Area 2 (September 1999) for the six public elementary schools in Dundas are summarized in Appendix C. Corresponding enrollment projections provided to the Review Committee are summarized in Appendix D.

The bottom two rows in Appendices D gives the total Ministry Rated Capacity (MRC) for the five Dundas schools that would remain open assuming the closure of Dundana Public School, and the percentage of that capacity that would be occupied in each year.

Under the assumption that Dundana closes in June of 2001, Dundas public schools would be operating at about 95% of Ministry Rated Capacity in 2001. The preceding section on Program Implications outlines a host of negative implications of operating at such a high level of occupancy. The enrollment projections allow us to evaluate further whether the same high level of enrollment would be expected in following years.

Considering the enrollment projections in Appendix C (Accommodation Review of September, 1999), it is clear that there is no projected decline in enrollment for Dundas schools. Enrollment is projected to stay constant at about 95% Ministry capacity from the years 2000 to 2008. This constant level of enrollment implies that any negative consequences associated with overcrowding in the year 2000 can be expected to continue through the year 2008.

However, the enrollment projections in Appendix D (Review Committee data of September 2000) indicate a disturbing decline in enrollment from 94% to 87% capacity (or about 194 students) from 2000 to 2008. This disparity in two projections made just one year apart raises two issues. First, the projections cannot possibly be accurate across long time intervals if the passage of one or two years produces such a substantial change. Second, the accuracy of the earlier projection (see Appendix C) can be evaluated across a short time interval by examining enrollments from the current year. Whereas it was projected that enrollment would increase from 1806.5 to 1863 (see Appendix C), the current enrollment of 1897.5 (see Appendix D) indicates greater actual than projected growth. One would think that if the earlier projection underestimated growth, the subsequent projection might correct for this underestimate. Yet, the opposite seems to have occurred; the newer projection predicts even less growth than the original projection. It is very difficult to understand why the estimate of enrollment growth would be lowered in the face of actual data that indicate prior projections underestimate that growth.

In a word, the enrollment projections given to the Review Committee contradict common sense. Actual enrollment data indicate growth in Dundas (see years 1997 to 2001 in Appendix D). A first projection (see Appendix C) underestimates this growth, and the consequent second projection predicts for even less growth. In the absence of sound enrollment projections, the best guess to future enrollment is current enrollment, and the current enrollment would produce severe overcrowding in Dundas schools if Dundana were to close.

Please refer to Appendices C and D

FINANCIAL IMPACT

From an operating standpoint the improvement in the Board's financial position should Dundana close would be minimal. All staff would be dispersed throughout the Board with no reduction in total numbers of teachers, principals, caretakers or office staff. The only advantage to this would be that there would be one less school to staff with administrative staff. This said, with some of the projected numbers at the remaining schools these positions may be used to add additional staff to the other Dundas schools.

The school is not a financial burden from a facilities condition perspective. Tony Cupido told our review committee that Dundana was no better or worse than most of the schools within the Board. The Facility Condition Index is an unrealistic reflection of the costs for Dundana's upkeep. The FCI includes things such as asbestos, which will never be removed, and as Tony Cupido said the Board would never do all of the maintenance included on the FCI for Dundana or any other school. In actual dollar costs, Dundana is just an average school when it comes to repairs and the Board would not save a great deal in utility costs or repairs by closing Dundana.

The sale of the land that Dundana is situated on would be the only significant financial gain should Dundana be closed. The concern within the Dundas community is that this is the driving reason for trying to close Dundana. Dundana is situated on a prime piece of Dundas real estate that could bring a fair bit of revenue to the Board on the open market. The Board has already admitted that it will not be able to close enough schools to receive grant money for new pupil spaces from the Province. If this is the driving factor behind closing Dundana, it should be addressed openly. The negatives in the other areas of our study far outweigh the monetary gain from selling Dundana after it closes.

SCHOOL ATTENDANCE AREAS

A Conceptual Alternative was presented by the administration to assist the Dundana School Closure Committee in reviewing the impact of Dundana closing and Dundana students attending other schools in the Town of Dundas. This Conceptual Alternative redirects the Dundana students to other schools, namely Pleasant Valley, Central Park and Dundas Central. In other words, the current Dundana school catchment area will not be moved as an intact group to another school, but rather will be split into three sections and directed to different schools. The Alternative also requires a change in the grade structure in Dundas Central, making it a JK to Grade 8 school and a change in the catchment area for Grade 7 and 8 students of Dundas District. This Alternative requires changes to almost all catchment areas in Dundas, changes to grade structure, and leaves the schools in Dundas at almost 100% capacity with no room for a full range of programs or for growth in enrollment. This is of particular concern given the recent municipal amalgamation and the potential for unpredicted population growth in certain catchment areas, such as the Pleasant View Survey.

In assessing the impact of closing Dundana on Pleasant Valley School, Pleasant Valley would remain a JK to Grade 6 school, but receive an additional 96.5 students to bring enrollment to 289 or 86% of Ministry rated capacity. These new students to the catchment area of Pleasant Valley, who currently walk to Dundana School, would potentially be bused from the Robinhood Area, as well as the neighbourhood surrounding Dundana School.

The Dundas Central School enrollment would grow from 185.5 students to 445, with the introduction of bused students into the school and a change in the grade structure to a JK to Grade 8 school. Former Dundana students would be bused from the University Gardens area to attend JK to Grade 8. The former Central catchment area students will continue after Grade 6 at Central for Grade 7 and 8, along with the University Gardens students. The Pleasant Valley Grade 7 and 8 students will attend Central instead of Dundas District. Thus, both the JK to 6 catchment area for Dundas Central would be enlarged, as well as a new Grade 7 and 8 catchment area created.

The enrollment of Central Park school would be increased to 436.5 students from 334.5, as the catchment area is increased to accommodate former students of Dundana who live in the Senator Homes area of Dundas.

The catchment area for Dundas District would also be altered as it would now only accommodate the students of Central Park and Yorkview for Grades 6, 7 and 8, rather the students from the whole town.

In the Conceptual Alternative, while these neighbourhoods remain relatively intact, the former Dundana catchment area is divided into three. The only current catchment area to remain intact in this Alternative is the Grade JK to Grade 5 student population of Yorkview.

Below are some potential neighbourhood boundaries for Dundas created by the representatives of the School Closure Review Committee:

1. Pleasant View Survey
2. Hopkin's Court Area
3. Watson's Lane and above McKay Road
4. Cameron Avenue, north of York Road
5. Cameron Avenue, south of York Road
6. Dundas Driving Park, north of King Street, east of Sydenham
7. Bond Street, north of King Street, west of Sydenham
8. Head Street, south of King Street, west of Market Street
9. East of Market Street, south of King Street, west of Main Street
10. East of Main Street, south of King Street, Thorpe Street

	<p>11. North of Governor's Road, Main Street, east of Creighton Road 12. West of Creighton Road, north of Governor's Road, Golf Club Creek</p> <p>The alteration of the catchment areas in the elementary schools would have serious implications for the catchment areas of both Highland and Parkside Secondary Schools in Dundas. Currently students are directed to a specific high school based on the elementary school they would have attended. The issue of catchment areas for the high schools would need to be reassessed in order to maintain the goal of relatively equal enrollment at each high school for the purpose of program viability.</p>
<p>CAPITAL NEEDS OF PARTNER SCHOOLS</p>	<p>Pleasant Valley – With Pleasant Valley receiving many of the Dundana students there are some definite needs for this school. The washroom facilities would need to be upgraded to accommodate the additional population. The double kindergarten class may need a permanent wall to create two classrooms. While we are not sure there is anything that can be done, parking for the additional parents would need to be addressed. In the worst case scenario, the computer lab would need to be moved as a last resort.</p> <p>Yorkview – there is little change at Yorkview under this proposal, the four portapaks would continue to be used.</p> <p>Central Park – A four-portapak unit must be bought for Central Park to fulfill the attendance requirements of the new catchment under this proposal. Parking is already a problem and would need to be addressed in this scenario. Washroom facilities would also need to be addressed with the increased numbers.</p> <p>Dundas Central – This proposal would fill Dundas Central's vacant classrooms but should not require any major upgrades or capital expenses.</p> <p>Dundas District – This proposal reduces the number of students attending District and should not cause any significant capital expenditures to be incurred.</p>
<p>STAFFING IMPACT</p>	<p>The impact of closing Dundana on the staff of the school, the receiving schools and the Hamilton-Wentworth District is as follows:</p> <ul style="list-style-type: none"> the number of teachers will remain somewhat the same as determined by the provincial funding formula, but will be redeployed to other schools dependent on enrollment figures at those schools. The elementary collective agreement requires that the Dundana staff be declared surplus and that the teaching positions at the other schools posted as vacancies, thus the Dundana teachers will not necessarily be able to follow the students, particularly as the students are relocated to several schools the principal, secretary and custodial staff would be available to be redistributed to other schools across the District; again due to Board policies and collective agreements these individuals may not be able to follow the students to their new schools.

OTHER SCHOOL USES

In the event that trustees vote to close Dundana School, the Hamilton Wentworth District School Board has the following options with regard to the use of the school property:

1. Use the facility for purposes other than elementary pupil accommodation, such as administration, storage, maintenance purposes, or for secondary pupil accommodation.
2. Adopt a resolution that the property is not required for the purposes of the board and may sell, lease or otherwise dispose of the property at fair market value, according to the regulations under the Education Act regarding disposition of surplus real property. This involves notification to each of the following bodies on the same day:
 1. The French-language public district school board
 2. The English-language separate district school board or Roman Catholic school authority
 3. The French-language separate district school board
 4. The board of a Protestant separate school
 5. The English-language college
 6. The French-language college
 7. The university named (McMaster)
 8. The municipality (The *NEW* City of Hamilton)
 9. The local services board (?)
 10. The Crown in right of Ontario
 11. The Crown in right of Canada

There is a 90-day period for the board to receive offers from these bodies before the board may offer to sell, lease or otherwise dispose of the property to any other body or to any person.

The current zoning is for Public and Private service, the purpose of which is to make provision for services to the community provided by the Municipality, Government or Public Authorities, Private and Non-Government Agencies.

Permitted Uses:

1. Transportation and Storage Industries
 - a. Urban Transit Systems Industry
 - b. Interurban and Rural Transit Systems Industry
2. Communication and Other Utility Industries
 - a. Postal Service Industry
3. Government Service Industries
 - a. Federal Government Service Industries
 - b. Provincial and Territorial Government Service Industries
 - c. Local Government Service Industries
4. Educational Service Industries
 - a. Elementary and Secondary Education
 - b. Post-Secondary Non-University Education, excluding:
 - i. Ballet Schools
 - ii. Barbering Schools
 - iii. Beauty Culture Schools
 - iv. Business Schools (non-university)
 - v. Commercial Schools (non-university)
 - vi. Correspondence Schools
 - vii. Modeling Schools

- viii. School of Trucking and Heavy Equipment Operation
 - c. University Education
 - d. Library Services
 - e. Museums and Archives

5. Health and Social Service Industries

- a. Hospitals
- b. Day Nurseries
- c. Nursing Homes

6. Other Service Industries

- a. Botanical and Zoological Gardens
- b. Cemeteries and Crematoria, provided that a crematorium shall only be permitted in conjunction with a cemetery.
- c. Religious Organizations.

If the H.W.D.S.B. determines that it does not need Dundana to accommodate elementary pupils, it seems unlikely that the school would be needed for secondary pupil accommodation, or any other purposes of the board. If the property is declared surplus, it seems equally unlikely that the Separate School Board, or either French-language boards would be interested. Similarly, neither McMaster University nor Mohawk College are likely to want it. Municipal Government is in a period of downsizing, so that is another unlikely possibility. It wouldn't be needed for Transportation or Postal Service, or Governments offices. There is an excellent Public Library within walking distance of Dundana, and there is a local Historical Museum in the core area of the former Town of Dundas. A hospital is not needed so close to McMaster, and there is a Nursing Home across the street, as well as two others within a few minutes' drive. There are a number of Day Nurseries in the area, and these are experiencing their first declines in enrollment, as JK is offered now (there used to be waiting lists). Gardens, cemeteries and churches all seem similarly adequately accommodated elsewhere nearby.

If the property were offered for sale for development (ie. residential, commercial, or industrial) the zoning would have to be changed with the municipality. In keeping with the present uses surrounding the property, there could be single-family dwellings permitted. These would be attractive to families with school-aged children, who would be looking for a nearby neighbourhood school!

Appendix C.

Appendix C: Accommodation Review Data (September, 1999)

<u>School</u>	<u>1997</u>	<u>1998</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>
YV	271	253	247.5	241	244	254.5	253	258.5	251.5	254.5	242.5	236.5
CP	329.5	331	326	320.5	317.5	297	289.5	280.5	278.5	282.5	283.5	277.5
C	177.5	183.5	249.5	266.5	266.5	281	295.5	288.5	288.5	285.5	286.5	283.5
DD	573	557	576	543	541	562	566	559	527	498	503	528
PV	208	210.5	219.5	215	216	209.5	216.5	221	227.5	239.5	244.5	254.5
Dun	266	271.5	283.5	277	272.5	265	262	266	274	278	279	276
Total	1825	1806.5	1902	1863	1857.5	1869	1882.5	1873.5	1847	1838	1839	1856
MRC	2353.5	2353.5	2353.5	2353.5	2353.5	2353.5	2353.5	2353.5	2353.5	2353.5	2353.5	2353.5
%MRC	77.5	76.8	80.8	79.2	78.9	79.4	80.0	79.6	78.5	78.1	78.1	78.9

Appendix D.**Appendix D: School Closure Review Committee Data (September, 2000)**

<u>School</u>	<u>1997</u>	<u>1998</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>
YV	271	253	253	269	257.5	262.5	260	255.5	246.5	248.5	241.5	235
CP	329.5	331	326.5	319.5	320.5	287	274.5	268.5	270.5	268.5	273.5	272.5
C	177.5	183.5	213.5	195	181	187.5	180.5	173	171.5	168.5	168.5	164.5
DD	573	557	586	600	591	611	608	596	564	531	540	564
PV	208	210.5	218.5	213	208.5	210	216	216	216	221	216	215
Dun	266	271.5	295.5	301	281	267.5	253	247.5	249.5	241	248.5	252
Total	1825	1806.5	1893	1897.5	1839.5	1825.5	1792	1756.5	1718	1678.5	1688	1703
MRC	2353.5	2353.5	2353.5	2353.5	2353.5	2353.5	2353.5	2353.5	2353.5	2353.5	2353.5	2353.5
%MRC	77.5	76.8	80.4	80.6	78.2	77.6	76.1	74.6	73.0	71.3	71.7	72.4

(YV = Yorkview, CP = Central Park, C = Dundas Central, DD = Dundas District, PV = Pleasant Valley, Dun = Dundana; MRC = Total Ministry Rated Capacity for five remaining assuming Dundana closes)

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

MEMORANDUM

To: **Members of the Business Committee**
From: Lloyd George School Closure Committee
Date: March 3, 2001
Subject: **LLOYD GEORGE SCHOOL CLOSURE
COMMITTEE REPORT**

Recommended that Lloyd George School be removed from consideration for closure at the present time.

Rationale:

Lloyd George School was identified for potential closure in the Spring of 2000. A School Closure Review Committee was created to review options and report to the Business Committee.

The members of the committee were:

Wayne Joudrie (Chair), Supt. of Education
Ray Mulholland, Trustee
Joan Ross, OCTU Rep--Secretary at Lloyd George
Bob Brownridge, CUPE Rep--Caretaker at Lloyd George
Marie Walsh, Non-Parent Ratepayer
John Scott, Vice-Principal at Lloyd George
MaryAnn Lindsay, Teacher at Lloyd George
Sandra Penner, School Council Chair at Lloyd George
Patti Vanhorne, Parent at Lloyd George
Doug Steele, Principal at Fairfield
Marilyn Thompson, Teacher at Fairfield
Debbie Atkins, Teacher at Fairfield
Lee Hondronicols, Principal at King George
Carol Desoer, Teacher at King George
Belinda Usenica, School Council Chair at King George
Marjory Marshall, Parent at King George
Sharron Ciannavei, Vice-Principal at W.H. Ballard
Mark Ikasala, Teacher at W.H. Ballard
Gale Roulston, School Council Chair at W.H. Ballard

The committee met six times:

Tuesday, September 19 2000
 Tuesday, October 3, 2000
 Tuesday, October 17, 2000
 Tuesday, November 7, 2000
 Tuesday, December 19—Open Forum
 Tuesday, January 17, 2001

The committee reviewed the following 4 options:

- Option 1: Lloyd George remains open with no change in boundaries.
- Option 2: Lloyd George closes. Students will attend Fairfield, King George and W.H. Ballard Schools.
- Option 3: Lloyd George closes. All students attend King George.
- Option 4: Lloyd George & King George close. We build a new school.

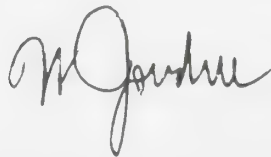
The Impact Reports for each option are attached.

After full study and discussion a vote occurred with respect to the option. The results of the vote were:

Option 1: Lloyd George remains open with no change in boundaries	9 in favour
Option 2: Lloyd George closes. Students will attend Fairfield, King George and W.H. Ballard Schools	0 in favour
Option 3: Lloyd George closes. All students attend King George.	0 in favour
Option 4: Lloyd George and King George close. We build a new school.	4 in favour

Critical elements in the discussion and decision were:

1. Value of neighbourhood school
2. Safety issues related to walking
3. Significant savings were not apparent due to bussing costs
4. The unknown disposition of Lloyd George property, and
5. The negative impact on property values.



Lloyd George
School Closure Review Committee Report

OPTION # 1 Lloyd George remains open with no change in boundaries.	
PROGRAM IMPLICATIONS	<ul style="list-style-type: none"> • Writing to Read in jeopardy • High turnover of part-time staff • Program instability as a result of fluctuating enrolment • More split grades impacts on EQAO and French
FACILITY CONDITION INDEX	<ul style="list-style-type: none"> • \$700 000 over 10 years.
SCHOOL ENROLMENT PROJECTIONS	<ul style="list-style-type: none"> • 181 students (2000) is 41.9% capacity • 143 students (2009) is a projected 25% reduction
FINANCIAL IMPACT	<ul style="list-style-type: none"> • None
SCHOOL ATTENDANCE AREAS	<ul style="list-style-type: none"> • Non-Applicable

CAPITAL NEEDS OF PARTNER SCHOOLS	<ul style="list-style-type: none"> • Non-Applicable
STAFFING IMPACT	<ul style="list-style-type: none"> • Minimal to nil, but means a new administrator every year; therefore ongoing transition requiring time for adjustment. • If Lloyd George continues recommend de-twinning to become a stand-alone school • Potential for reduction to .5 administrator
TRANSPORT'n IMPACT	<ul style="list-style-type: none"> • No costs
OTHER SCHOOL USES	<ul style="list-style-type: none"> • Make Lloyd George school JK to grade 8, bring back our 6,7, and 8's • Incorporate another Special Needs class • Have a Day Care use part of our school • Use part of the school for Board offices • Hold evening classes in the school • Have a seniors group use our school • Open part of the school for recreational purposes (rental)
SOCIAL ENVIRONMENT IMPACT	<ul style="list-style-type: none"> • Sense of belonging to community • Crown Point Community Organization • Breakfast program 4 days/wk (partnership with Dofasco) • Partnership with St. James Church • Penny Sale • Play Day • Fundraising • Investigating after-school program • Walking distance for volunteers

Lloyd George
School Closure Review Committee Report

OPTION # 2 Lloyd George closes. Students attend Fairfield, King George & Ballard.	
PROGRAM IMPLICATIONS	<ul style="list-style-type: none"> • Increased staffing allowance at Fairfield & King George • More collaboration & team planning • Less part-time staff—more support for cross-graded and other activities
FACILITY CONDITION INDEX	<ul style="list-style-type: none"> • None
SCHOOL ENROLMENT PROJECTIONS	<ul style="list-style-type: none"> • Fairfield is presently at 223 students and 86% capacity. If L.Geo closes, add 95 students = 318. If over capacity, change boundary and send some students to Ballard. 10 yr projection for Fairfield 172 + 71 from L.Geo = 243 which is approx. 90% capacity. Requests for siblings needs to be addressed, • King Geo is presently at 226 students and 60% capacity. 226 + 95 from L. Geo = 321 which is approx. 80% capacity. • 10 yr. projection of 196 from K.Geo and 71 L.Geo = 257 or 65% capacity • Ballard's 10 yr projection would be 635 FTE
FINANCIAL IMPACT	<ul style="list-style-type: none"> • Fairfield—minimal—transportation, more wear & tear, & utilities • King George—minimal—transportation, wear & tear, & utilities • Ballard—nil • Cost to City: <ul style="list-style-type: none"> -Crossing Guards needs assessment -railing on Kenilworth underpass & sidewalk • Save \$67,330/yr in maintenance and utilities costs
SCHOOL ATTENDANCE AREAS	<ul style="list-style-type: none"> • 95 students to Fairfield, but Fairfield can only accommodate 30 more students—65 students would have to go to Ballard, as a result of boundary change • Extra 95 students to King George – no problem with space

CAPITAL NEEDS OF PARTNER SCHOOLS	<ul style="list-style-type: none"> • Fairfield would probably only get 30 kids, therefore very little capital needs—perhaps washrooms. • King George washrooms would need to be expanded. Flooring & painting, Kindergarten Rm (sink & washroom). Lunchroom implications • Ballard taking approx 65 children would not make much impact
STAFFING IMPACT	<ul style="list-style-type: none"> • Process to be determined based upon Collective Agreements. • It will be a minimal impact on Caretaking. One full time secretarial position would be lost.
TRANSPORT'n IMPACT	<ul style="list-style-type: none"> • Minimal • Some JK/SK bussing may be necessary
OTHER SCHOOL USES	<ul style="list-style-type: none"> • Day Care would remain at King George
SOCIAL ENVIRONMENT IMPACT	<ul style="list-style-type: none"> • Culture shock—school friends and community friends are different • Minimal impact for after-school programs—very few for P/J students at end of day • Increased number of students staying for lunch • Distance could inhibit volunteers and number of parent contacts • Possible increase of traffic • Negative impact on property values and local businesses in Lloyd George area • Safety issues with walking • Disposition of Lloyd George property unknown

Lloyd George
School Closure Review Committee Report

OPTION # 3 Lloyd George closes. All students attend King George.	
PROGRAM IMPLICATIONS	<ul style="list-style-type: none"> • Increased staffing allowance at King George • More collaboration & team planning • Less part-time staff—more support for cross-graded and other activities Gym schedule crowded • French-on-a-Cart • Lab & Library combined • Learning Centre in small room • Limited space for "Writing to Read"
FACILITY CONDITION INDEX	<ul style="list-style-type: none"> • None
SCHOOL ENROLMENT PROJECTIONS	<ul style="list-style-type: none"> • Presently at K.Geo-226, L.Geo-181= 407 students (100% capacity) • 10 yr. projection for K.George is 196, and L.George is 143 = 339 students (85% capacity)
FINANCIAL IMPACT	<ul style="list-style-type: none"> • Transportation for King George, 2 buses = \$80 000/yr X 10 yrs. • Crossing Guards needs assessment (City cost) • Save \$67 330/yr in utilities and maintenance costs x 10 yrs. (some additional costs at King George)
SCHOOL ATTENDANCE AREAS	<ul style="list-style-type: none"> • Lloyd George students would go to Queen Mary for middle school. • King George students to Prince of Wales for middle school.

CAPITAL NEEDS OF PARTNER SCHOOLS	At King George: <ul style="list-style-type: none"> • Washrooms would need to be expanded • Flooring & Painting • Another JK/SK Room with Washroom & Sink • Major renovations required in the basement i.e. air quality, acoustics, ceilings (costs) • Lunchroom Implications
STAFFING IMPACT	<ul style="list-style-type: none"> • Potential for staff to go en mass therefore minimal impact. • Potential additional administration and secretarial support at King George
TRANSPORTⁿ IMPACT	<ul style="list-style-type: none"> • 2 buses @\$40 000/yr each = \$80 000/yr x 10 yrs. = \$800,000
OTHER SCHOOL USES	<ul style="list-style-type: none"> • Day care would have to go
SOCIAL ENVIRONMENT IMPACT	<ul style="list-style-type: none"> • Culture shock—school friends and community friends are different • Minimal impact for after-school programs—very few for P/J students at end of day • Increased number of students staying for lunch • Distance could inhibit volunteers and number of parent contacts • Possible increase of traffic • Bell times may be affected by bus schedules • Negative impact on property values including local businesses • Safety issues re walking • Disposition of Lloyd George property unknown

Lloyd George
School Closure Review Committee Report

OPTION # 4	
Lloyd George & King George close & we build a new school.	
PROGRAM IMPLICATIONS	<ul style="list-style-type: none"> • Increased staffing allowance at Fairfield & King George • More collaboration & team planning • Less part-time staff—more support for cross-graded and other activities Technology hookups right there • Library designed for maximum use and traffic flow • New school designed to meet the needs of community and curriculum
FACILITY CONDITION INDEX	<ul style="list-style-type: none"> • Save \$700 000 (Lloyd George) + \$900 000 (King George) = 1.6 million over 10 years
SCHOOL ENROLMENT PROJECTIONS	<ul style="list-style-type: none"> • Presently at K.Geo-226, L.Geo-181= 407 students (100% capacity) • 10 yr. projection for K.George is 196, and L.George is 143 = 339 students (85% capacity) • Presently at K.Geo-226, L.Geo-181=407 students • 10 yr. projection for K.Geo-196, L.Geo-143=339 students
FINANCIAL IMPACT	<ul style="list-style-type: none"> • Big Bucks • \$8M + extras (\$800,000 debenture per year over 20 years) • Housing for students until new school is built • Transportation required. – 2 buses (\$80,000 x 10yrs.) • Crossing Guards needs assessment (City cost) • Save \$67 330/yr in utilities and maintenance costs x 10 yrs.
SCHOOL ATTENDANCE AREAS	<ul style="list-style-type: none"> • 407 between 2 schools • JK-Grade 5?, 6? • Grade 5-8 (200 additional children) • Approximately 626-700 students in attendance • JK – 8

CAPITAL NEEDS OF PARTNER SCHOOLS	<ul style="list-style-type: none"> • \$8 Million
STAFFING IMPACT	<ul style="list-style-type: none"> • We do not have enough clear data, but it would probably be a shift between King George & Lloyd George until new school is ready • Staffing number remains the same because F.T.E.
TRANSPORT'n IMPACT	<ul style="list-style-type: none"> • 2 buses @ \$40 000 each for 1 yr. (if current King George site is chosen for new school)
OTHER SCHOOL USES	<ul style="list-style-type: none"> • none
SOCIAL ENVIRONMENT IMPACT	<ul style="list-style-type: none"> • Culture shock—school friends and community friends are different • Minimal impact for after-school programs—very few for P/J students at end of day • Increased number of students staying for lunch • Distance could inhibit volunteers and number of parent contacts • Possible increase of traffic • Bell times may be affected by bus schedules • Transition time needed • Longstanding traditions exist at both schools • Name for new school will have to be accepted by two communities • Negative impact on property values in Lloyd George area • Safety issues with walking • Disposition of Lloyd George and/or King George property unknown.

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

February 2001

To: The Members of the Business Committee

From: The Lynden School Closure Review Committee

Re: Report of the Lynden School Closure Review Committee

Recommendation:**That Lynden School be removed from consideration for closure.****Background Information:**

Special thanks are extended to the following members of the Lynden School Closure Committee for their time and commitment:

Name	Representing	Name	Representing
Cathy Bryden	Lynden Community	John Erkelens	Lynden Parent
Karen Hadden	Lynden School Council	Annette Manchester	Lynden Parent
David Resijan	Lynden Teacher	David Wiedrick	Lynden Parent
Veronica Brierley	Lynden/Beverly Central Principal	Robert Tziougras	Lynden School Council
Linda Jones	Queen's Rangers Parent	Susan Fox	Queen's Rangers Principal
Jeff Sorensen	Queen's Rangers Teacher	Reg Woodworth	Trustee

The committee held six meetings from September 26, 2000 to January 30, 2001. The committee held a community meeting at which time it heard 17 presentations. Each presenter spoke strongly against the recommendation to close Lynden School and in favour of leaving Lynden open.

Rationale to Support Decision to Close Lynden School

By closing Lynden School, the Board would gain 68.5 places out of 10,000 and the operating costs of Lynden School of \$20,000 per year would be saved. The Board would need to spend \$500,000+ for a porta-pak at Queen's Rangers, which is the same cost as running Lynden School for another 25 years.

Rationale To Support Decision to Remove Lynden From Consideration for Closure:

Lynden is a small but complete rural community located halfway between Dundas and Paris in the New City of Hamilton and formerly in Flamborough. Its population is approximately 500.

Lynden is a very self-sufficient village. Young families and young couples intending to have families are moving into the area. Lynden has two stores, a complete-service post office, a credit union, a Pre-School, a public library, a doctor's office, a church, a gas station, a barber, a chiropractor, a fire hall, a farmer's co-op, as well as service groups including the Lions, the Legion and the Masons.

In addition, Lynden has several levels of ball teams, a tennis club and a local scouting and guide program for every age group.

Every other year, the community presents a spring revue attracting audiences of more than 1500 people over six nights. This involves a cast of 150 people young and old. The junior choir consists of many Lynden Public School students who walk to practice after school.

Lynden is the only community to celebrate Canada Day with a 50-piece parade and day-long events ending with fireworks at night. Lynden School celebrated its 75th anniversary last year, attended by 500 people.

Lynden School is one of more than 20 schools up for review for closure in the Hamilton-Wentworth District School Board. The basic reasoning of the Board is to move the children from Lynden to Queen's Rangers in Copetown, close the school, thereby freeing up money to build schools in crowded areas.

The Lynden community is upset for the following reasons:

1. Queen's Rangers is full and in order to accommodate the Lynden students, the Board would have to build on a "porta-pak" at a cost of approximately \$500,000.00 plus. The current cost to run Lynden School is only \$20,000 per year. Of course, the Board is aware that the government gives no funding for purchasing or maintaining porta-paks.
2. The capacity for Lynden School is 150. The current enrolment is 87. At least 42 students in the Lynden catchment area have been allowed to attend other schools without having to apply for optional attendance thereby depleting the enrollment at Lynden. Catchment maps in Lynden and Queen's Rangers are inconsistent with the Board's official version. If even a portion of the 42 attended Lynden, the enrolment would be almost 100 per cent.
3. Jerseyville School was closed in 1995, leaving Lynden as the only school in the southwest jurisdiction of the Board. Closing Lynden would leave a huge gap in the area covered by the Board's mandate.
4. One third of the children at Lynden walk to school. **ALL** would have to be bussed to Queen's Rangers, which would result in increased bussing costs and a negative effect on very young children spending unnecessary time on the bus. A bus route costs \$30,000 a year.
5. A Board facility evaluation of Lynden School by a Toronto firm turned up some ridiculous figures that can have no validity in this school closure study. (See Appendix A)
6. Queen's Rangers is on a busy highway with a large parking lot and a small fenced playground; Lynden School is on a quiet back street with a large play area (4 acres) which is used all the time by local children after school.

To remove the school, which has been here for over 75 years, would be removing one of the basic foundations of the village, after which the rest of the village would surely crumble as well, leaving it to be yet another "bedroom" community.

Conclusions

We need you, the Board, to consider these questions:

- a. Why send students from the largest self-sufficient community in the district to a less complete community?
- b. Why spend \$30,000 on an extra bus and \$500,000 on a porta-pak when you can run Lynden School for \$20,000 a year? Lynden School can run for 25 years for the price of a porta-pak which receives no government funding anyway.
- c. Why close down a community when it makes no ethical, financial, social or moral sense?

The Committee has prepared a complete and detailed report for your consideration that has been given to you. You have also been sent a video of the news coverage of the Lynden Rally on January 17, 2001 by OnTV and also a package of all the letters and petitions submitted by concerned parents and citizens. We know that you will be impressed by the sincerity and depth of these submissions.

The Committee has voted unanimously to keep Lynden School open and we ask you the Trustees to support that decision.

Appendix A.

Lynden School Remains Open	
FINANCIAL IMPACT	<ul style="list-style-type: none"> • Cost for Lynden urgent repairs = \$ 17,800 • Board saves \$10,000 per year (\$30,000 for extra bus minus \$20,000 to run Lynden School equals \$10,000)
SOCIAL ENVIRONMENT IMPACT	<p><u>Mike Gough - Lynden Lions</u></p> <ul style="list-style-type: none"> • The school is about the preservation of culture and heritage, not about money. <p><u>Sharon Marshall - Lynden Legion</u></p> <ul style="list-style-type: none"> • Partnership with the Legion in various projects enriches the students' appreciation of their place in the community <p><u>Ann Bassett - Lynden Baseball</u></p> <ul style="list-style-type: none"> • Participation in community sports teams reinforces a student's sense of belonging <p><u>John Bryden - Federal Member of Parliament</u></p> <ul style="list-style-type: none"> • The richness of Canadian diversity comes from a combination of urban and rural schools, each with its own value. Neither should be denied <p><u>Don and Eunice Pepper - Lynden Seniors</u></p> <ul style="list-style-type: none"> • A small school increases the students' chances of participation and their sense of belonging. Everyone cares and looks out for the students <p><u>Al Copland (Concerned Citizen)</u></p> <ul style="list-style-type: none"> • As Lynden is a complete, self-sufficient community, it doesn't make sense to deprive Lynden of its identity in order to fill a school in another less-populated center (see map) • Criteria for closing schools is prejudiced against rural schools and concepts • The Board's vision of an ideal school is like a box school -have you ever tried to get help at the Home Depot? <p><u>Ted McMeekin - Member of Provincial Parliament</u></p> <ul style="list-style-type: none"> • Offered his support in any way possible as he believes in preserving community schools <p><u>Eva Mead - Lynden United Church</u></p> <ul style="list-style-type: none"> • The Church is the soul of the community, but the school is the heart. Both are essential. <p><u>Kelly Bezemer - Lynden Co-Op Pre-school</u></p> <ul style="list-style-type: none"> • Small schools promote small town family values • Community provides them with many opportunities for participation and leadership • Children can walk home for lunch • Participation in school activities leads to participation at later times in life • Lynden School creates a safe secure environment for parents and children <p><u>Dave Braden - Ward Councillor</u></p> <ul style="list-style-type: none"> • School is glue that holds the community together. If the school goes, the community disintegrates

- American concept of bigger is better should not apply to schools
- **We must demand accurate reports and figures for board members to make informed decisions**

Samantha Wiedrick, Kaitlyn Gowland and Danielle McLean - Grade Four Students

- Lynden is a fun place to learn and has been attended by many generations of Lynden people
- Lots of things happen in Lynden and we make lots of friends

Annette Manchester (Concerned Citizen and Committee Member)

- The Board's mission as given to the committee is to "locate schools as close as practical to the residence of students served therein" and consider "the special needs of local communities". Leaving the school open in Lynden fulfills the mandate. Closing the school does not.

Randy Hunt - Lynden Firefighters

- Safety of students must come first i.e. bussing along busy highways is unsafe
- Small classes, many advantages

John Manchester (Concerned Citizen and Committee Member)

- Schools should be obliged to adhere to Board catchment maps. This has not been happening at Lynden or Queen's Rangers.
- Transportation must also begin to be available to all within our catchment
- We are the only school in our vicinity serving a large rural area. Unlike city schools, the closest school is in another community 12 km away (see map page 10)
- **Stop dumping on Lynden!**

Bob Tziougras (Self-employed Contractor, Concerned Citizen and Committee member)

- Board was negligent in providing regular maintenance
- Board's misleading figures and lengthy closure procedure is stressful for students

Cathy Bryden (Local Librarian and Committee Member)

- This is a serious problem for us as a community. Once a school is closed, we cannot get it back again

Reg Woodworth (Local Trustee)

- Stated his pride in community and its accomplishments
- Expressed his confidence in successfully keeping the school open yet again

Generally

Students continue to be an integral part of their community

PROGRAM IMPLICATIONS

- Large soccer field and track on site
- Easy walking distance for many field trips
- Convenient for the many parent volunteers
- All children housed in classrooms – no portables
- Continued access to Public Library and Legion programs
- Special purpose room and gym remain readily accessible for flexible programming

FACILITY CONDITION INDEX	<ul style="list-style-type: none"> • Lynden costs \$20,000 per year to run; Queen's Rangers costs \$40,000 to run • This school has been paid for many times over • All that is necessary are the essential repairs which have been grossly over-estimated • Urgent repairs at Lynden - \$17,800
SCHOOL ENROLMENT PROJECTIONS	<ul style="list-style-type: none"> • If the catchment policy had been enforced, the school would be at over 90% capacity and we would not be in this position. This has also made the enrolment projections inaccurate and therefore inapplicable. • A large number of young couples and/or couples with very young children are presently living in or have just moved to Lynden. The Board's projection model doesn't take this into account. • Again this year we have full enrolment in our community preschool. These children are expecting to go to JK in Lynden as a continuation of their community school experience. Has this been taken into account? No!
TRANSPORTATION IMPACT	<ul style="list-style-type: none"> • Allows for more walkers as parents move close to school to eliminate long bus rides. Already Lynden has a third of its students as walkers • Students remain in community; reduced bussing costs
OTHER SCHOOL USES	<ul style="list-style-type: none"> • The school grounds are in continuous use after school by many people in the community and there is very little vandalism • Children use the playground and play ball, soccer, other outside games. It is an extensive area.
SCHOOL ATTENDANCE AREAS	<ul style="list-style-type: none"> • Allows for more walkers as parents move close to school to eliminate long bus rides. Already Lynden has a third of its students as walkers. • All children housed in classrooms, not portables. • Located on quiet village road and close to housing for safety – large playground with room to expand school building if necessary. • Soccer field and track on site • Easy walking distance for many field trips in community-reduced bussing costs • Convenient for parent volunteers
CAPITAL NEEDS OF PARTNER SCHOOLS	N/A

Appendix B.

Lynden School Closes	
FINANCIAL IMPACT	<ul style="list-style-type: none"> • \$500,000 for a porta-pak at Queen's Rangers • Unknown costs to maintain an empty facility at Lynden – heat and insurance, for starters.
CAPITAL NEEDS OF PARTNER SCHOOL	<ul style="list-style-type: none"> • Cost to upgrade Queen's Rangers – porta-paks = \$500,000 plus • Cost to upgrade Queen's Rangers septic and wells. Unknown – Lynden is on town water • Lynden is on town water and we were unable to find a plan for Queen's Rangers' septic system. Is the Board prepared to invest half a million dollars to impose porta-paks on Queen's Rangers and put our children in them? Merv Matier on June 5/00 said, "our goal is to try and get students out of portables"
<u>Classrooms</u>	<ul style="list-style-type: none"> • A "porta-pak" (preferably a four or six room setup) would be needed to house the increased student population.
<u>Library</u>	<ul style="list-style-type: none"> • The library would need to be increased in size, and additional shelving would be needed to accommodate the influx of student materials and teacher resources from Lynden. One solution is to make the current room larger. Another possibility is to turn the library into a classroom, a staff room, or a conferencing/community room, and dedicate two rooms in a "porta-pak" to servicing this need.
<u>Computer Lab</u>	<ul style="list-style-type: none"> • The timetable only allows for two additional classes to have access to the lab three periods a week, which is the current school practice.
<u>Gymnasium</u>	<ul style="list-style-type: none"> • The timetable only allows for two additional classes to have access to the gym three periods/week, which is the current school practice. Increased storage space would be required in order to accommodate the influx of student equipment from Lynden. The gym does not have the capacity to seat the increased student population.
<u>Resource Room</u>	<ul style="list-style-type: none"> • The learning centre and the resource room are currently located in the portable, which would be removed if a "porta-pak" were added to the wing of the school. One of the added classrooms could be dedicated for this purpose, or it could be moved into the library if the library was relocated into the "porta-pak". Is this desirable?
<u>Administrative Areas</u>	<ul style="list-style-type: none"> • Administrative/Office work and storage space would be needed in order to accommodate the increased student population and the additional resources required to track and service them (OSR's, forms, supplies, etc.).
<u>Staff Areas</u>	<ul style="list-style-type: none"> • The staff room would need to be enlarged or relocated to a different room. Additional staff and an increased need for community space (e.g. food days, P.T.O. meetings, parent interviews) would make the already over-used facilities unmanageable. Queen's Rangers currently has inadequate washroom facilities for adults/staff members. Queen's Rangers currently does not have a first aid room.
<u>Storage Areas</u>	<ul style="list-style-type: none"> • The supply room would need to be enlarged or relocated. Additional/Updated supplies and equipment (e.g. photocopier) would not fit into the current room. Storage space would need to be created in order to house the increased volume of equipment and resources (science equipment, desks, chairs, etc.). The school does not have sufficient storage space for the present student population.

<u>Septic System</u>	<ul style="list-style-type: none"> No information stated in the Queen's Rangers Facility Condition/Capital Needs Report. No plan available for Queen's Rangers septic. Lynden is on town water and has a septic system.
<u>Electrical</u>	<ul style="list-style-type: none"> As stated in the Queen's Rangers Facility Condition/Capital Needs Report. Change wiring in computer lab, replace exterior lighting, and replace secondary switchgear and transformer.
<u>Water</u>	<ul style="list-style-type: none"> No information stated in the Queen's Rangers Facility Condition/Capital Needs Report. The custodian is of the opinion that recent improvements in the pump and filters would provide for the needs of an increased student population.
<u>Parking Areas</u>	<ul style="list-style-type: none"> Parking lots are dangerous for students. Current parking facilities allow for a potential increase of staff parking needs. There is sufficient space for the addition of a single bus. If more buses were utilized, the parking lot would need to be enlarged.
SCHOOL ATTENDANCE AREAS	<ul style="list-style-type: none"> Entire southwest district would be without a school contrary to Board's mandate. Students separated from their community.
FACILITY CONDITION INDEX	<ul style="list-style-type: none"> Board saves \$20,000 per year operating cost for Lynden School. See Appendix A. Completely irrelevant figures.
SCHOOL ENROLMENT PROJECTIONS	<ul style="list-style-type: none"> More young families are moving into the area and would be without a local community school.
PROGRAM IMPLICATIONS	<ul style="list-style-type: none"> The Lynden Public School is the only school in the Board that offers a joint program with the Public Library. This program would be lost should the school close Special purpose rooms/gym are readily available and allow for flexibility in programming. This would be lost if the students moved to Queen's Rangers Community partnerships with the Legion and the Lynden Lions would no longer occur should the students go outside the community. The Lions support school trips and Junior Citizen of the Year and provide funding for capital projects. The Legion also supports school trips and a Remembrance Day and Oral and Written Communications program. They provide a liaison between the students and seniors in the community. Our large number of parent volunteers would find it difficult to go to help in a school outside the community Small playground and less accessible soccer field on site at Queen's Rangers Small gym at Queen's Rangers for increased enrolment. Entire school could never be in the gym at one time, resulting in fragmentation of school
TRANSPORTATION IMPACT	<ul style="list-style-type: none"> Cost of extra bussing is \$30,000 per year – 1/3 of students in Lynden walk Small children (JK and K) would be on the bus for unacceptable periods of time each way Busy highway in front of Queen's Rangers is dangerous Must be bussed to all field trips

OTHER SCHOOL USES	<ul style="list-style-type: none">• It would be difficult to find a buyer.• Rural unserviced property is of minimal resale value to Board compared to city lots.
STAFFING IMPACT	<ul style="list-style-type: none">• No staff savings
SOCIAL ENVIRONMENT IMPACT	<ul style="list-style-type: none">• Our community would be destroyed.• All the positives presented by the community groups would be lost.

Appendix C.**Facility Condition Index****Items Completed or Partially Completed**

Emergency Lighting	(\$6,000) Done for \$350 – Jan./00
Electrical Work	(\$3,850) Ongoing
Replace Fence	(\$5,500) 2/3 done – Apr./99
Replace Exit Lighting	(\$2,400) Done for \$300 – Feb./99
Upgrade Planters	(\$9,900) Done by parents - Free
Evaluate Fire System	(\$1,000) Done Aug./00
Repair Sidewalk	(\$3,500) 2/3 done – Apr./99
New Carpet in Library	(\$3,500) – Done 1999
Re-point Brick	(\$7,800) Done for \$3,050 – Sept./99
Repaint Concrete Floors	(\$6,600) Done yearly
Cabling and Wiring Replacement	(\$10,800) Done Jan./01
Replace Thermostats x 10	(\$10,400) – 3 done @ \$300

Most Ridiculous Estimates

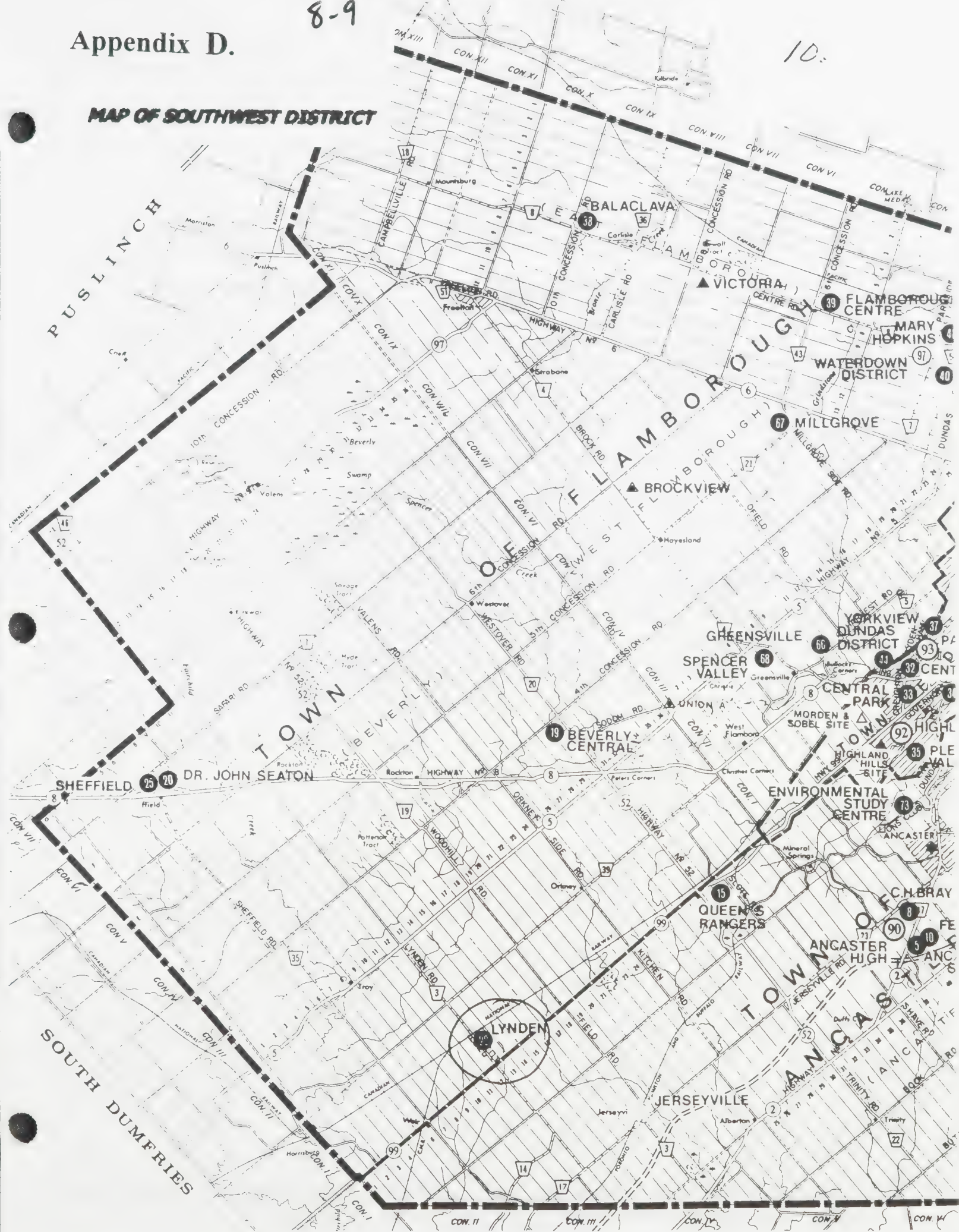
Replace Carpet	(\$11,000) – Not needed
Replace Exhaust Fans	(\$10,000) – All in good working order
Refinish Hardwood Floors	(\$58,500) – <u>All in excellent condition</u>
Repaint Wood Ceilings	(\$6,600) – Not needed
Vinyl Tile	(\$18,700) for one room?
Replace Interior Doors	(\$22,000) – Why?
Replace Exterior Doors	(\$14,300) – Ordered, but never received. Why?
Replace Roof Shingles	(\$30,000) - Actual quote from contractor= <u>\$9,521.34</u>

Glaring Errors

Replace Asphalt on Anson Ave.	(\$66,000) – No Anson Ave. in Lynden
Replace Asphalt West/South	(\$99,000) – This is a parking lot in good shape

As you can see, the gross inaccuracies and errors in this firm's calculations make it impossible for any of us to accept this report. However, as stated in the Hamilton Spectator on October 7/00, the urgent repairs totalling \$17,800 on Lynden School are considerably less than the costs of a \$500,000 Port-a-Pak.

MAP OF SOUTHWEST DISTRICT



Appendix E.**Excerpts from Letters**

We would like to include excerpts from two letters about the value of children attending schools in their own immediate community. The first is from Annette Manchester, a concerned parent, who says,

"The people of Lynden have strong community spirit and a history of working together to strengthen our community bonds. The school is an integral part of that process. School children in Lynden learn at an early age what it means to be part of a community and the importance of being good citizens. In a small country school, they are able to learn from, and interact with, many other community groups. As a result, they learn respect for and are proud of their village. These are qualities that children will carry with them for the rest of their lives."

Many students from Lynden have excelled in many ways. For example, two girls graduated recently from Waterloo at the top of their class in Engineering. The next letter is from Kate Bryden, a graduate of Lynden School, who has her MA and is working with Heritage Canada. She says,

"Lynden children have much the same access to the wired world as those in the city, but attending Lynden Public School gives children the added benefit of being nurtured within a community. The latter benefit should not be underestimated. Living in the city today, I can testify that "community" is a buzzword that has little meaning to most people. I learned what community was when I attended Lynden School. Community is about leaving your home to walk to school in the morning, knowing that along the way other people are making sure you are getting to school okay. You know that you live in a community when a school concert is not just a forum for doting parents, but a village event. Community is about learning and playing within yelling distance of your mother's voice. It is about knowing personally the veteran who encourages you to never forget and the police officer who wants you to remember important advice. Community is being able to put a face to those in need."

#10

The Hamilton-Wentworth District School Board

100 Main Street West, P.O. Box 2558

Hamilton, ON L8N 3L1

TO: The Members of the Business Committee

FROM: The Seneca School Closure Review Committee

**RE: REPORT OF THE SENECA SCHOOL
CLOSURE REVIEW COMMITTEE**

March 3, 2001

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

100 Main Street West, Hamilton, ON L8N 3L1

**REPORT OF THE
SENECA SCHOOL CLOSURE REVIEW COMMITTEE**

March 3, 2001

Members:

Lucille Reed, Principal, Seneca School
Charlie Hendershott, Chair, Seneca School Council
June Hannah-Cook, Parent Representative, Seneca School
April Theobald, Community Representative, Seneca School
Susan Guyatt, Secretary, Seneca School
Dave Brown, former Custodian, Seneca School (presently at Dr. John Seaton School)
Deborah Vickers, Teacher, Seneca School
Dale Pyke, Principal, Gordon Price School
Ann Crawford, Chair, Gordon Price School Council
Debbie Ondercin-Bourne, Teacher, Gordon Price School (formerly at Seneca School)
Carol Marchett, Parent Representative, Gordon Price School
Carrie Horn, Community Representative (Supervisor, Gordon Price Children's Centre)
Wes Hicks, Trustee, Ward 8
Nora Campbell, Superintendent of Education, Mountain West, Chair

PRESENTATIONS AND SUBMISSIONS:

Edward and Monica Banman
Wyatt and Jennifer Lowry
Heather Miller
Jennifer Beacroft-Bilau
Bertha Guardado
Abdul Rashid

CORRESPONDENCE:

Seneca neighbourhood petitions
Bruno Polewski

BACKGROUND:

The Seneca School Closure Review Committee met on seven occasions to discuss the recommendation of the Report to the Board on the Renewal of School Facilities. The Seneca Committee reviewed the recommended closure of Seneca School. The Committee referred to basic ideas about the future direction of schools in the Hamilton-Wentworth District School Board presented by the Director at the initial meeting of all Review Committees on June 5, 2000.

MARCH 3, 2001

RECOMMENDATION:

The committee studied several areas in accordance with the School Closure Policy of the Board. As a result of the deliberations of the Committee, including consideration of presentations made by members of the community, the School Closure Committee for Seneca School unanimously recommends the following:

Seneca School be removed from consideration for closure.

RATIONALE:

Seneca School is viewed by its neighbourhood as a community school. Seneca serves a diverse community. Twenty-two percent of its families come from different cultural and language backgrounds. Fifty-nine percent of Seneca's student population lives in the four "geared to income" residential complexes near the school. Seneca's geographic proximity to its neighbourhood facilitates communication. Seneca is also within walking distance of other community supports, such as the local library, and MacNab and Westmount Recreation Centres.

The majority of the Committee views Seneca as an asset to the Hamilton-Wentworth District School Board. Some features of Seneca include:

- physically situated on 7.19 acres of land adjacent to a sizeable municipal park
- recent capital repairs; i.e., new boiler (1997)
- easy vehicular access and ample parking

Given the growth on the south mountain, the site has ample potential for building expansion. The Committee believes building expansion and/or bussing may be more cost-efficient than constructing a new school in order to accommodate the south mountain population. In order to maximize this efficiency, new boundaries and increased bussing should be considered.

Attached to this Report in Appendix A, is an outline of the issues discussed as part of the Committee review.

AREA OF CONSIDERATION	REQUIREMENTS AND SOLUTIONS
<p>Program</p>	<p><u>Main Points:</u></p> <p>School size has implications for programme delivery. While it is recognized a large school may have increased programme opportunities for students, smaller schools may be more personal.</p> <p>A Board objective should be to eliminate portables in the system. Portables should not be used to accommodate increased enrolment. Only in instances where specific programme needs are identified, should portables be allocated for program support and/or enhancement.</p> <p><u>Discussion Points:</u></p> <p>Large Schools</p> <ul style="list-style-type: none"> ➤ increased programme opportunities ➤ move classes at each grade providing increased programme flexibility from a student and staff viewpoint ➤ a large school requires complimentary ancillary services in order to support programme, i.e., computer labs ➤ more teachers at each grade level to plan and share ➤ increased possibility of "specialized": teachers, i.e., music, physical education <p>Small Schools</p> <ul style="list-style-type: none"> ➤ increased access to specialized facilities; i.e., computer lab; gymnasium; library ➤ easier mobility for physically challenged students ➤ more frequent and personal communication with staff and students ➤ unable to separate challenging students due to few classes ➤ split grades more common ➤ fewer teachers for planning ➤ reduced availability of programs ➤ reduced support staff

AREA OF CONSIDERATION	REQUIREMENTS AND SOLUTIONS
Enrolment	<p>Main Points</p> <p>In order to accommodate the population of the south mountain, the catchment boundaries could be redefined and bussing increased to maximize Seneca's capacity.</p> <p>Discussion Points:</p> <p>1. Seneca: Seneca's Ministry-Rated Capacity is 356.50. Seneca's current enrolment is 171.5 f.t.e. Thirteen (13) of these students are part of a central Special Education programme.</p> <p>Seneca currently is falling below the historical and projected enrolments as identified on page 19 of the Accommodation Report, Education Study Area #7. (Tab 7)</p> <p>This 171.5 f.t.e. = 48.1 % capacity</p> $\frac{171.5}{356.50} = 48.1\%$ <p>Without the Special Education system programme:</p> $\frac{171.5 - 13}{356.50} = 44.3\% \text{ capacity}$ <p>2. Gordon Price: Gordon Price's Ministry-Rated Capacity is 436</p> <p>301 = 69.0 capacity</p> $\frac{301}{436} = 69.0\%$ <p>Without Special Education system programme:</p> <p>289 = 66.2% capacity</p> $\frac{289}{436} = 66.2\%$

AREA OF CONSIDERATION	REQUIREMENTS AND SOLUTIONS
<p>Catchment - Boundary</p>	<p>Main Points:</p> <p>The Committee recognizes catchment areas may be designed based on a variety of variables. The Committee recommends the following filters be applied in any discussions involved in the definition of catchment areas:</p> <ul style="list-style-type: none"> ➤ minimal student displacement ➤ 80 % of Ministry-Rated Capacity be recognized as the desired enrolment limit. Portables should not be used to accommodate increased enrolment. ➤ consider “natural” boundaries, (i.e., Mountain Brow; the Linc); to ensure the safety of students who walk to school ➤ the alternate facility’s capability to provide programme ➤ provision for having the capacity to accommodate the enrolment projection for a given school over the next several years ➤ consideration should be given to schools who have day cares to consider these children “in catchment” for enrolment purposes <p>Other:</p> <p>The Committee would be open to catchment re-definition that incorporated the filters outlined above.</p> <p>The School Catchment Redefinition Committee will assume responsibility under Board mandate to study and recommend catchment boundaries. It is the recommendation of the Seneca School Closure Review Committee that these filters be part of the catchment discussion.</p>

AREA OF CONSIDERATION	REQUIREMENTS AND SOLUTIONS
<p>Facility Condition</p> <p>Formulation of capital needs</p>	<p>Main Points:</p> <p>Although a Board Report (1999), authored by Physical Planning Technologies Inc., indicated some concerns with major architectural components such as doors, windows and exhaust ventilation, the Committee noted recent capital investment:</p> <ul style="list-style-type: none"> ➤ two new boilers were installed in 1997 ➤ the roof in the kindergarten areas has been replaced ➤ lighting retrofit ➤ watermatrix - 1997 ➤ Tesco – Seneca is an energy-efficient school <p>The school is handicap accessible and equipped.</p> <p>Discussion Points</p> <p>Seneca:</p> <ul style="list-style-type: none"> ➤ the interior of the building appears to be clean and well maintained ➤ according to the data prepared by Physical-Planning Technologies, Seneca needs a number of capital repairs, some of which have been addressed ➤ building has been modified for handicapped students; i.e., washrooms, change area. ➤ if Seneca closed, the “receiving” school would have to be prepared to receive an increased number of students and both the operational and capital costs associated with the move.
<p>Effects on the Social Environment</p>	<p>Main Points:</p> <ul style="list-style-type: none"> ➤ The Seneca setting provides ample greenspace, an ideal play area for children ➤ The Committee supports the points identified in the Instructional Facilities Executive Summary: <ol style="list-style-type: none"> a) community school concept b) need to establish equitable feeder patterns c) take into consideration “boundaries by main roads and problems with geography” d) exercise the ability to “change (catchment) boundaries so students can walk, which will maximize efficiency” <p>Discussion Points:</p> <ul style="list-style-type: none"> - Parent presentations indicated the following: <ul style="list-style-type: none"> ➤ desire for children to be able to walk to school ➤ concern the walking route be safe ➤ concern that any school to which Seneca students would be redirected would then become overcrowded. The Committee believes all students should be accommodated within the school building, not portables.

AREA OF CONSIDERATION	REQUIREMENTS AND SOLUTIONS
Effects on the Social Environment (con't.)	<ul style="list-style-type: none"> ➤ concern expressed that with the amount of growth on the south mountain there will not be enough schools to handle the capacity ➤ an agreement with the following points as identified in the Instructional Facilities Review Executive Summary: <ul style="list-style-type: none"> a) community school concept b) need to establish equitable feeder patterns c) take into consideration "boundaries by main roads and problems with geography" d) exercise the ability to "change (catchment) boundaries so students can walk, which will maximize efficiency" ➤ people selected homes in the area so that children could walk to Seneca. Many single parents do not own vehicles. ➤ school staff are supportive ➤ the school is the community centre in the middle of "4 low income or social housing complexes" ➤ volunteers can be more involved if the school is nearby ➤ stress caused by children having to attend a different school ➤ students presently can come home for lunch ➤ feel that "established areas are treated differently" – "our school closes to fund the opening of one elsewhere" ➤ change the boundaries so that "we get more students". "Bus students in from overcrowded areas" ➤ concern as to the future use of the Seneca property if the school is closed ➤ fear that children will leave and go to private or other publicly-funded schools
Effects on Staffing	<p>Main Points:</p> <p>The staff know more children on a more intimate basis in a smaller school.</p> <p>Discussion Points:</p> <ul style="list-style-type: none"> ➤ more staffing flexibility in a larger school ➤ increased opportunity to have teaching staff with subject specific expertise ➤ redeployment of staff to the system possible if some schools closed; i.e., secretaries, school administrators, L.R.T., E.S.L. ➤ questions regarding the redeployment of teaching staff – regulated by contracts ➤ need mix of experience on a school staff

AREA OF CONSIDERATION	REQUIREMENTS AND SOLUTIONS
Traffic and Transportation Impact	<p><u>Main Points:</u></p> <ul style="list-style-type: none"> ➤ currently students can walk to Seneca ➤ Seneca School closure would necessitate bussing given the major arteries <p><u>Discussion Points:</u></p> <ul style="list-style-type: none"> ➤ Seneca has easy and safe bus drop off locations ➤ Seneca has ample space for parents to drop off and pick up children ➤ transportation of Seneca students to another school would increase the need in the receiving school for a lunch time programme ➤ The Board should transport children to the closest school with available space.
Financial Impact Data	<p><u>Main Points:</u></p> <ul style="list-style-type: none"> ➤ The Committee questioned if the savings from closure would be offset by: <ul style="list-style-type: none"> a) increased bussing costs; b) capital upgrades required by the receiving school ➤ Amalgamation has provided an opportunity for the Board to redefine bus routes in order to maximize cost effectiveness and reduce ridership time.

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

February 2001

To: The Members of the Business Committee

From: The Sheffield School Closure Review Committee

Re: Report of the Sheffield School Closure Review Committee

Recommendation:

That Sheffield School be removed from consideration for closure at the present time.

Background Information:

Special thanks is extended to the following members of the Sheffield School Closure Review Committee for their time and commitment:

Name	Representing	Name	Representing
Jackie Riddle	Sheffield Community	Jean Humphrey	Sheffield Teacher
Norma McDonald-Ewing	Sheffield Parent	Jane DeVito	Sheffield Council
Carol Woods	Sheffield Non Teacher	Ken Richer	Sheffield CUPE
Larry Shuh	Dr. Seaton Parent	Reg Woodworth	Trustee
Cathy Scott	Dr. Seaton/Sheffield Principal		

The committee held seven meetings at Dr. Seaton School from September 26, 2000 to February 12, 2001. The committee held a community meeting at Dr. Seaton on January 9, 2001 at which time there were 14 presentations all in support of the recommendation to remove Sheffield School from consideration for closure.

The committee unanimously endorses the recommendation to leave Sheffield School open.

Rationale To Support Decision to Remove Sheffield From Consideration for Closure:

With respect to the policy section #4 which defines how a school may be recommended for closure, there is some continuing uncertainty among members on exactly why Sheffield School was recommended for closure in the first place as it does not appear to fit any of the suggested criteria. The next section of this report discusses each criterion in more detail.

In reviewing the factors outlined in section #9 of the School Closure policy, a number of strong positions emerged that truly question the outcome of a decision to close as being a good educational choice.

The committee was also concerned that the Board's JK to Eight model does not fit well in the rural areas of West Flamborough as the total current enrollment to be accommodated is approximately 788 students in total. The primary model is schools of 500 to 600 students. The Committee questions the sensibility of applying this formula to the large rural area.

The Committee also understood that a decision to close would not be made if it relied upon the use of non-permanent space (i.e. portables).

The **Financial Impact** of a school closure decision has to be analyzed from several perspectives. These would include the realized net change in operating costs, capital repair costs of the existing facility and the operating and capital impact of the partner school. As the majority of the operating budget is allocated on a per pupil basis, the closure decision from the financial perspective has to focus on building operating costs and realistic future capital repair costs. Building fixed operating costs at Sheffield School, according

to data supplied (utilities and maintenance) is less than \$20,000. With regards to capital maintenance issues, the PPTI report provides the Board with important information on the potential repair needs of the Boards' space inventory. While this report details a template of likely repairs based on a number of general assumptions, in reality past experience repair information related to the committee indicates that actual repair spending would be significantly lower than those projected by the PPTI report. Sheffield School is a low cost facility to operate and its relative capital repair needs pale in comparison to the potential investment required to close, move and replace the learning facilities at the only viable receiver location (Dr. John Seaton School).

In discussing **Program Implications**, the Committee understands and concurs with the goals of the ideal model for elementary schools (i.e. 500 students, two classes per grade, full-time principal on site). We also appreciate the Board's mission, as presented in the Introduction of the Review Committee's guidance. It states that 'resident student population, the special needs of the local communities and the demand for programs' will be taken into consideration. The ideal model as outlined in the Board's vision may be completely appropriate where there is a large enough population, as in urban areas. This may not be completely appropriate to apply to the rural community. Within this context, the following outlines the high standards of programming offered at Sheffield school. Sheffield School offers a child-centered approach, which dovetails perfectly with the children's stage of development. The exclusive primary plant helps to promote this child-centered program. The unique and community-based location of the school offers primary students an easier transition from home to school. This helps promote more ease in learning and better program facilitation. The Sheffield program includes quality daily physical education program as set out in the Ontario Curriculum for Health and Physical Education. This is facilitated by Sheffield School's single gym, large, safe playground and large classrooms. Sheffield School has not had an on-site principal since 1978 but the program has flourished under the shared and cooperative leadership of the teachers and the quality of the Principal manager. The relocation of the primary program to Seaton School would negatively affect the access that the junior and intermediate programs currently have in the existing facilities. The school would need to accommodate 14 grades within the 14 permanent rooms at Seaton (15 total less a computer lab). This usage ratio of rooms to grades would mean the existing specialized facilities would have to accommodate regular classes full-time (art, science, music, family studies, design and tech). Since all classrooms will be used on a daily basis, specially designed or equipped rooms with only be accessible if scheduling permits. These rooms include French, Music, Art, Science, Family Studies, Design and Technology and Drama. In order to continue with the fine programming at Seaton and to possibly improve upon it, we believe that students and teachers should be permitted to use the specialty rooms indicated above. Even though the formal Family Studies and Design and Technology programs have been discontinued by the Board, use of the equipment in these rooms is advantageous to cross curriculum programming. French and music teachers will be required to teach "A La Cart" which is by far a less than ideal way to teach. It eliminates the use of a well-stocked and visually stimulating classroom. Transporting of musical instruments will result in damage and loss of use. Seaton has a fully equipped art room that permits the use and storage of art materials in one location for all classes. Projects can be stored; cleaned up and the use of 'messy' materials do not conflict with regular classroom uses. Seaton has a classroom, which is also a fully equipped science laboratory. Science at the Grade 7 & 8 level cannot be taught 'A La Cart'. The Ministry of Education requires adherence to a new Drama curriculum. Due to the level of activity and the large group setting, a room that is not set up as a regular classroom is necessary for drama. In summary, the programming at Dr. John Seaton will be adversely affected to the point that all specialized facilities and programs will be dismantled. This is completely opposite to the Board's ideal model for its JK to Grade 8 schools.

For **School Attendance Areas**, the committee was presented with a proposed West Flamborough Catchment Summary as a starting point for considering the issue of attendance areas. It was made clear that final decisions on boundaries will be a separate process from this closure review. The committee was not really comfortable with the decision to separate boundary decisions from closure decisions as there is no level of certainty in the community as to what the accommodation alternatives would be in the event of the closure of Sheffield School. Based on the data provided, the available spaces in West Flamborough would not be sufficient to cover the 2001 student populations if all the proposed actions in the Five-Year School Facilities Renewal plan were put in place. The travelling distances for the current catchment areas result in long bus rides for some students (approaching an hour one way). The proposed catchment concepts appear to add area to the JK to 6 zone, which means more distance to be travelled and potentially longer bus rides. The current combined population at Sheffield and Seaton is approximately 370 students. In order to fit the ministry-rated capacity of 303 at Seaton, nearly 70 students would have to be redistributed by massive boundary changes. This is approaching three full classes of students out of 14 grades. Seaton's current catchment area for grade 7 & 8 covers 125 square miles for approximately

170 students (1.5 per square mile) and the JK to 6 catchment is approximately $\frac{1}{2}$ the size or 65 square miles for 200 students. Overall, all there appears to be a student population density of 4 students per square mile. This means that boundary changes to redistribute 70 students would have to encompass a huge geographical area.

With regards to **Transportation** issues, the location of Sheffield School is inside the settlement area and the receiver school (Seaton) is located across a busy stretch of rural Highway #8 which complicates the implementation of the revised transportation policy. It should be noted that the highway crossing point between the Village of Sheffield and Seaton school is on an 'S' bend with limited visibility in both directions. The only significant numbers of students living within the prescribed distances would be required to cross Highway #8 which has been deemed a safety hazard in the amendments to the policy. Also, any change in catchment will possibly extend bus times already at or beyond acceptable levels (there are currently students on buses approaching 60 minutes one way).

The **Capital Needs of the Partner School** would be significant in order to move the Primary students from Sheffield School. With Dr. John Seaton as the only viable alternative receiver location to accommodate Sheffield primary students, there would be major modifications necessary to at least replace the current primary facilities. Dr. John Seaton School was conceived, designed and built as a senior public school and the majority of current students are in Grade 7 and 8 (six classes out of eleven representing 60% of the current population). Sheffield School currently provides full facilities appropriate to the primary students it currently accommodates. The community will not accept partially converted senior public space or portables as a replacement for the current permanent facilities. The preparation costs to receive the primary students at Seaton are significant (Appendix 5). Dr. John Seaton School is an excellent school and is in very good condition for its current role as primarily a middle school. The community would be greatly disappointed by a closure decision that would both move primary students to facilities that are below those currently in place and not up to the standards presented in the Board's JK to 8 model. In addition, the high quality junior and senior program currently in place at Seaton would be negatively affected by the re-deployment of space currently being used by those programs.

In gathering input on the **Social/Environmental Impact of the Community**, it was clear that a decision to close Sheffield School would have a ripple effect on the community. One big one is the loss of the community library (currently regional library located on school grounds with shared well and septic bed). The Hamilton Transition Board report on Libraries recommends closure of Sheffield library based on the fact that Sheffield School is closing. Also a concern was the potential loss of the baseball diamond to minor ball and community (a ball diamond that was established and is maintained by the community). There is the general concern of lowered property values in the village of Sheffield and surrounding community if a vacant school is present. We are also concerned about the future of the heritage schoolhouse on site (circa 1862). It would be tragic to have a building that has welcomed students on a daily basis for almost 140 years to fall into disuse or a worse fate - demolition.

In reviewing issues of **Facility Condition**, the PPTI report on Sheffield School details a template of likely repairs based on a number of general assumptions. In reality, past experience repair information related to the committee indicates that actual repair spending would be significantly lower than those projected by the PPTI report. The Committee had some concerns that the PPTI report was presented to the Closure Review Committee for a usage that was completely different than the original purpose for which it was created (which was for acquiring new funding from the Ministry for capital maintenance). We therefore feel it is not a very good predictor of actual future expenditures. The Committee relied more on past actual expenditures, taking into consideration of the Board's goal to raise the standards of facilities across the Board. Tony Cupido visited Sheffield School with committee members and was impressed with the relative condition of the facility. We are confident that the Sheffield School can remain a completely functional and safe teaching environment for a very low relative investment in capital repairs. Sheffield School has complete facilities necessary to support a primary program, completely appropriate to the needs of the youngest students. For Seaton School to accommodate primary students, significant investment would be required to convert the senior-public designed facilities. The Committee was informed that the Board set aside one-third of the current year's capital maintenance budget (\$2 million of a \$6 million budget) for preparation of the receiver schools. We are concerned that the diversion of badly needed repair funds to accommodation changes will unduly extend the response to high priority repair projects. If you are going to spend significant funds at Seaton School, there are much-needed repairs that could be completed instead.

For the purpose of reviewing **School Enrollment Projections**, the committee had to focus on the unique characteristics of the rural community. In the model used by the Board, enrollment projections are tied very closely to the number, type and age of existing housing units and to projected new housing starts. The Committee believes that the housing model does not reflect the land use policies that affect the supply of rural housing. Application of a model that speaks to an urban housing development phenomenon should not be applied to the rural area. To potentially penalize a rural area because it has limited new housing, few to no apartments or rental units, shows a lack of understanding of rural land use planning and where and why families live in rural communities.

New development in the rural area is limited due to strict municipal and provincial controls on severances, and the enlargement of settlement areas. Prime agricultural land must be preserved and marginal lands, including wetlands, floodplains and other hazard and environmentally sensitive areas are undevelopable due to provincial legislation and the high costs related to remedial works. The lack of municipal services limits new housing starts. In particular, Sheffield and Rockton are very difficult to develop due to the limited overburden over bedrock. In spite of the low growth rate, Sheffield School is at 88% of Ministry rated capacity and Dr. John Seaton is at 100%. The Board's enrollment projections show these levels remaining relatively steady through 2005. This coincides with the time frame of Renewal Plan under consideration and therefore a decision to keep Sheffield open fully supports the accommodation premise of this plan.

Of critical importance to the success of any organization is **staffing**. Consideration needs to be given to the professional and support positions within an academic setting. Closure of Sheffield Public School would result in the deployment of both secretarial and caretaking staff. Given the current formula neither the caretaking positions (.75 FTE) nor the secretarial position (.50 FTE) would be transferred to the receiver school (Dr. John Seaton). As one parent expressed it: "that's like telling my wife I'm bringing three extra kids home but it won't be any additional work". These support staff positions are essential and the potential loss of them is of concern. It will impact the condition of the school, the support the teachers receive, the perceptions of the school community and ultimately, the children. In addition, given the staffing formula determined by the Ministry each year, closure of Sheffield Public School could result in the loss of a teaching position that will increase the student-to-teacher ratio and potentially facilitate the need for split grades. The reduction of a teaching position would result in clear and measurable losses. Good management on the part of administrative staff and close proximity of the Unit Schools has ensured that Sheffield Public School has experienced the advantages of being associated with a larger school. At the same time, Sheffield Public School has maintained the "incubator" environment that is so beneficial to their young student population (JK-2). The "neighbouring" location promotes frequent visits and on-site leadership by the Principal. Specialized staff is shared between the two schools on a daily basis. As well, the close proximity allows Sheffield teachers to be assisted through preparation coverage, resource coverage, and reduction of supervisory duties. Historically, the EQAO Grade 3 Testing results have demonstrated that what Sheffield Public School strives for and achieves is academic excellence. Student performance is a strong indication of the effectiveness of a particular staffing model. Sheffield Public School is particularly effective.

With respect to potential **Other School Uses**, there were no proposals put forward by the community as to any use for the Sheffield School building in the event of a decision to close. The Committee is not aware of any other potential uses for the site. The local community already has a former school in use as a community center and with the city amalgamation; continued funding for it is in jeopardy.

In conclusion, the Committee strongly recommends that you do not close Sheffield School at this time. It is clear that the majority, if not all factors studied per the Board's closure policy support the decision to remain open. The negative program implications alone, for the primary students being displaced and the junior and middle school programs at the receiver school who will lose their specialized facilities, should be sufficient to determine that closure is not an option.

Results of the Accommodation Review: Criteria for Potential Closure

The following is an analysis of the criteria for potential closure per Board policy #4.01 School Closure, item #4. There is uncertainty among the committee members about how Sheffield School was recommended for closure.

1. Enrollment below 70% of the effective Ministry rated capacity.

According to the information given to the School Closure Review committee, Sheffield School has been above the minimum 70% capacity calculated by the Ministry since at least 1997. As well, in the projections forecast to the year 2009, Sheffield School will also be above the 70% requirement for every year.

2. Continuing decline in kindergarten enrollment over several years.

In looking over the Boards projected enrollment figures for JK/SK from 2000 to 2009, there is no decline in enrollment. In fact, it is exactly the same through all 10 years.

3. A large ratio of split or multi-grade classes.

Currently there is one multi-grade class at Sheffield School (JK/SK transitional blend) – the only one within the last five years. Again, based on the Board's projections to 2009, there will be no split or multi-grade classes.

4. Limited facilities for specialized activities.

Sheffield School has a stand-alone gym suitable for the primary grades. It can be used any day, any time. It has a room in the main building that is used for music and computers and houses a well-equipped primary library. It has a large, safe playground with outdoor primary play equipment as well as a newly built fenced-in area for the JK/SK children which is also very well equipped with age appropriate equipment.

5. A considerable number of vacant classrooms.

Sheffield School has zero vacant classrooms at the present time. There has not been a vacant classroom over the last ten years and the Board's projection shows that there will not be an empty classroom during the next nine years.

6. High per pupil operating costs.

Fixed operating costs of Sheffield School are less than \$20,000 per year for approximately 65 full-time students. This works out to an actual operating cost of \$300.00 or less per pupil (FTE).

7. Failure of enrollment to justify scheduled maintenance costs.

While the PPTI report indicates \$600,000 in scheduled maintenance, actual experience over a similar time frame suggests a much smaller amount. Relative to the \$400,000 recently spent on the roof replacement at Dr. John Seaton School, the potential capital maintenance costs are not onerous.

8. Limited new housing in the area

Enrollment has not declined and this is because the rural setting and type of housing is attractive to families with small children. There are also a large number of second-generation children presently attending Sheffield School. The same criteria that are used in an urban setting should not be applied to a rural setting. The development of new housing is severely restricted in primarily agricultural areas.

In conclusion, the Sheffield School Closure Review Committee was not able to satisfy themselves on the reason why Sheffield School is recommended for closure. We have asked for but not received any documentation on the decision process taken or justification that describes how Sheffield School meets the Board's policy criteria for potential closure.

Appendix 1.**Sheffield School Closes****PROGRAM
IMPLICATIONS**

- Programming has been discussed in terms of how this may be affected when all fourteen classrooms at Seaton are fully occupied by the fourteen classes of Junior Kindergarten to Grade eight students. There are presently fourteen classes combined in Seaton and Sheffield Schools. This tally, therefore, does not consider full time all day kindergarten or an increase in enrollment.
- French and music teachers will be required to teach "A La Cart" which is by far a less than ideal way to teach. It eliminates the use of a well-stocked and visually stimulating classroom. Music equipment is difficult to transport and can be damaged. Storage of musical instruments in a regular classroom makes classroom management more difficult and only with complicated scheduling, will the music storage classroom be accessible.
- Seaton has a fully equipped art room that permits the use and storage of art materials in one location for all classes. Projects can be stored and cleaned up and the use of 'messy' materials do not conflict with regular classroom uses. Art can be displayed for students and parents. The worktables are conducive to layout of projects that require extra workspace. Seaton previously held art classes in this room everyday of a six-day schedule for classes three to eight with a full time art teacher.
- Seaton has a classroom, which is also a fully equipped laboratory. This subject can not be taught 'A La Cart', therefore, science teachers will be required to teach subjects which will allow them to be out of the science room only when science classes are not taught. They will also need to teach classes which can be accommodated in the computer room or the gym since these will be the only rooms free.
- It is believed that if the Family Studies and the Science and Tech facilities in these rooms are not used on somewhat a regular basis, they will be dismantled. These rooms can be used for cross curriculum activities. Full time use of these rooms as regular classrooms prohibits their uses for which they were intended and which are still beneficial to programming. Seaton staff wish to incorporate these two programs wherever and whenever possible, now that the full time programs have been discontinued.
- The Ministry of Education requires adherence to a new Drama curriculum. Due to the level of activity and the large group setting, a room that is not used as a regular classroom is preferred for drama. Small groups within a class may be required to practice or rehearse which can make it difficult to watch how the host classroom facilities are being interfered with.
- At present, grades five to eight use the gym as a lunchroom. Tables are brought down from the walls and the canteen is made accessible to the students. Supervision, and clean up is well managed. There is provision of forty uninterrupted minutes of lunchtime for each teacher. Grades three and four eat in their rooms with one teacher supervising the two neighbouring rooms. If the primary students eat in their rooms, teacher supervision would need to be increased. Lunchroom monitors may be older students, however, this is a high demand duty and it may not be safe to rely on students to carry out this responsibility. Due to the flexible scheduling at Sheffield, the teachers supervise

their own students each day at lunch. Coverage includes a Seaton teacher who travels to Sheffield for resource and prep. If the primary students eat in the gym, lunch periods would need to be staggered. This impacts on supervision schedules and the required lunchtime allotted to teachers each day. The day would need to be lengthened. Use of the gym for another lunch period would decrease the time that the gym would be available to accommodate the increased demand for physical education classes.

- The receiving school does not have a safe or appropriate facility for a primary program (e.g. large junior and senior playground equipment, age-appropriate facilities).
- The receiving school has a high enrollment of middle school students (e.g. multiple classes of Grades of 6, 7 and 8's) This could negatively impact on the 3 to 8 year old program. (e.g. Middle school attitudes, influences, behaviour and activities)
- The program of the senior school consists of a full day rotary system, which will interfere with the primary programming as increased hall activity; confusion and distraction will take place during primary teaching time.
- The loss of Sheffield's half-time custodial and secretarial allotment. (E.g. teacher's time is not spent on secretarial and custodial duties but focused on programming.) Seaton will **not** retain the equivalent custodial or secretarial time with a move to with the addition of students from Sheffield.

FACILITY CONDITION INDEX

- In order to accommodate the Primary students there would be portables or a need for permanent structure added to Seaton
- Seaton was built as a senior public school and the facility is not appropriate for Primary children
- The fountains and washrooms at Seaton are sized for senior students
- Seaton's well capacity plus limited washroom facilities would not support additional students
- The floor plan is confusing for younger students (distance to gym, music room down long hallways)
- Large unfenced schoolyard at Seaton not safe for younger children (large area along the road not fenced.)
- Doors not appropriate for younger children
- Facility does not accommodate space for volunteers working with children
- Parking limited for pick-up and drop-off of younger children
- No primary equipment in the playground
- Overcrowding of existing facility
- Loss of part time janitor and secretary (added workload on existing staff at Seaton and loss of necessary support staff for Primary Children)

SCHOOL ENROLMENT PROJECTIONS	<ul style="list-style-type: none"> • We the Committee understand the factor relating to Enrollment Projections is driven by the population in the catchment area of a school. The Board uses a model which relies on variables including the total enrollment projection calculation, retention rate, district program enrollment projection calculation, special education enrollment estimate calculations, births, migration, housing, participation rates, out of catchment, district program, projection models and basic demographic principles. • In the model, enrollment projections are tied very closely to the number, type and age of existing housing units and to projected new housing starts. Since the model is primarily urban based, it does not apply accurately to the factors affecting rural housing availability. • We the Committee therefore do not agree with the data used to project enrollment for Sheffield School. • The transfer of primary students from Sheffield to Seaton will cause overcrowding conditions at Seaton. This is especially true if the portables at Seaton are removed according to Board policy to continue to discontinue the use of portables. The Ministry rated capacity of Seaton is 303 students and currently is at 104%. The transfer of Sheffield students would increase enrollment beyond capacity. The current combined population of Sheffield and Seaton is approximately 370 students.
FINANCIAL IMPACT	<ul style="list-style-type: none"> • The financial impact of a school closure decision has to be analyzed from several perspectives. These would include the realized net change in operating costs, capital repair costs of the existing facility and the operating and capital impact of the partner school. As the majority of the operating budget is allocated on a per pupil basis, the closure decision from the financial perspective has to focus on building operating costs and realistic future capital repair costs. • Building operating costs at Sheffield school, according to data supplied (utilities and maintenance) is less than \$20,000 – almost insignificant in the context of the Board's \$300 million operating budget. In assessing the costs as provided to the committee, there is some inconsistency in the measurements that does hinder our ability to come to a clear conclusion. The size of the school as used to allocate average costs is listed as 1097 square meters while the PPTI report indicates 7070 square feet, this equates to approximately 690 square meters. This indicates that the operating costs assigned to Sheffield school may be overstated by 40%. As well, a significant portion of the maintenance spending will follow the students to the partner school. As a result, there are very little savings to contribute towards the closure decision relative to the investment necessary to re-accommodate the students. The payback rate would be incredibly low and therefore not practical. • Consolidation of students in one location as proposed would likely not result in transfer of the secretarial and custodial effort, therefore negatively impacting the partner school's ability to support the school operations. The primary students are high needs students in this area. Many of these negative impacts would be safety issues such as the effective management of the Safe Arrivals policy or washroom cleanliness and other custodial issues. • There would be an undetermined amount of effort and cost required to physically relocate the school content and program materials and prepare for the beginning of classes in the new location. • There are costs associated with the shutdown of the closed facility in order to

	<p>secure it from damage and protect the local community from having a neglected facility in the area. The community input received strongly opposed to the possibility of having an abandoned school in their midst. There is a need to minimize on-going costs until disposal as well as the actual costs of disposal. These would not be insignificant and add to the mounting costs of a closure decision.</p> <ul style="list-style-type: none"> • A significant portion of the capital repair needs of a school are a result of usage (as opposed to just the age of the facility). The change of usage of the receiver school will result in a negative impact on the future capital repair needs of that facility. While the total number of students may be relatively constant, the mix of usage will change and therefore change the repair needs.
SCHOOL ATTENDANCE AREAS	<ul style="list-style-type: none"> • The committee was presented with a proposed West Flamborough Catchment Summary as a starting point for considering the issue of attendance areas. It was made clear that final decisions on boundaries will be a separate process from this closure review. It appears that the proposal involves minor revisions to the current boundaries but there are some assumptions that may have a material impact on the families affected. • Based on the data provided, the available spaces in West Flamborough would not be sufficient to cover the 2001 student populations if all the proposed actions in the Five-Year School Facilities Renewal plan were put in place. • The catchment summary includes an implied assumption that the grade five students that currently come to Seaton School from Beverly Central would remain at Beverly Central for grade six. Based on the data in the Accommodation Report (1998/1999), after 2003 this would be less than 20 students per grade and would result in the necessity to operate split grade classes to meet the current staffing ratios. • The current combined population at Sheffield and Seaton is approximately 370 students. In order to fit the ministry-rated capacity of 303 at Seaton, nearly 70 students would have to be redistributed by massive boundary changes. This is approaching three full classes of students out of 14 grades. Seaton's current catchment area for grade 7 & 8 covers 125 square miles for approximately 170 students (1.5 per square mile) and the JK to 6 catchment is approximately ½ the size or 65 square miles for 200 students. Overall all there appears to be a student population density of 4 students per square mile. This means that boundary changes to redistribute 70 students would have to encompass a huge geographical area. • Due to the longer distances involved in rural areas, even small adjustments to catchment boundaries can mean a child could be travelling many miles in the opposite direction to attend a different school. This can be a significant disruption to the family life in adjusting to a new situation. This needs to be taken into consideration with closure and boundary decisions. • The fact that the boundary discussion is formally separated from the review process, there is no level of certainty in the community as to what the accommodation alternatives would be in the event of the closure of Sheffield school. The committee was not really comfortable with the decision to separate boundary decisions from closure decisions. On this basis, the ability to assess the community impact of a closure decision is greatly hindered. • The travelling distances for the current catchment areas result in long bus rides for some students (in excess of an hour one way). The proposed catchments appear to add area to the JK to 6 zone, which means more distance to be travelled and

	potentially longer bus rides.
CAPITAL NEEDS OF PARTNER SCHOOLS	<ul style="list-style-type: none"> • With Dr. John Seaton as the only viable alternative receiver location to accommodate Sheffield primary students, there would be major modifications necessary to at least replace the current primary facilities with space at the same level of functionality or to match those defined in the Board's primary school model. • A significant investment would be required to replace current primary facilities at Sheffield with at least equivalent facilities at the only existing, viable receiver location - Dr. John Seaton School. Seaton was conceived, designed and built as a senior public school and the majority of current students are in the senior program. Tony Cupido indicated to the committee that a quantification of those requirements and associated costs would be available to the Trustees when they consider this report. See Appendices 4 and 5. • Temporary space such as portables or 'portapaks' would not be acceptable as replacements for the viable permanent space currently in use at Sheffield School. • The Principal has indicated that the combined student populations cannot be accommodated properly in the current configuration at Seaton School without continued use of the portables. See program implications on the impact of the compression of space • Despite the fact that it is assumed that the JK/SK classes will have their own separate washrooms, there is still a major concern for health and safety for all other students who would be using the existing washrooms. Grade one to eight would be using the two washrooms at the northern end of the school. There are presently four urinals, and four stalls in the boys' washroom and eight stalls in the girls' facility. Cleaning, maintenance and supervision is often a concern, presently, with the existing student body. This concern can only increase with fifty new students, all of whom are under the age of eight. Supervision will be a major concern with primary students using the washrooms during class time. • In order to accommodate fifty new students requiring lockers, these units will need to be installed on the wall facing the washrooms. This will cause crowding and confusion in this location during entry, recess, breaks, lunch and dismissal. • If the primary students eat in their rooms, teacher supervision would need to be increased. If the primary students eat in the gym, lunch periods would need to be staggered. This impacts on supervision schedules and the required lunchtime allotted to teachers each day. The day would need to be lengthened. Use of the gym for another lunch period would decrease the time that the gym would be available to accommodate the increased demand for physical education classes.
STAFFING IMPACT	<ul style="list-style-type: none"> • Of critical importance to the success of any organization is staffing. • Consideration needs to be given to the professional and support positions within an academic setting. Closure of Sheffield Public School would result in the deployment of both secretarial and caretaking staff. Given the current formula neither the caretaking position (.75 FTE) nor the secretarial position (.50 FTE) would be transferred to the receiver school (Dr. John Seaton). As one parent expressed it: "that's like telling my wife I'm bringing three extra kids home but it won't be any additional work". These support staff positions are essential and the potential loss of them is of concern. It will impact the condition of the school, the support the teachers receive, the perceptions of the school community and ultimately, the children. In addition, given the staffing formula determined by the

	<p>Ministry each year, closure of Sheffield Public School could result in the loss of a teaching position. The loss of a teaching position will increase the student-to-teacher ratio and potentially facilitate the need for split grades. The reduction of a teaching position would result in clear and measurable losses.</p>
TRANSPORTATION IMPACT	<ul style="list-style-type: none"> • One of the most contentious issues to face the Board recently is transportation. Currently, almost all of the Sheffield students are bused. The location of Sheffield School inside the settlement area and the fact that the receiver school (Seaton) is located across a busy stretch of rural Highway #8 will complicate the implementation of the revised transportation policy. It should be noted that the highway crossing point between the Village of Sheffield and Seaton school is on an 'S' bend with limited visibility in both directions. • If Sheffield School closes, full implementation of the walking provisions of the new transportation policy will be impossible. Significant numbers of students living within the prescribed distances would be required to cross Highway #8 which has been deemed a safety hazard in the amendments to the policy. Accordingly there would be no bus savings to contribute to the closing decision. • There are currently some concerns about the loading and unloading arrangements at Seaton as 11 buses converge on the site in a very short period of time. The route they travel completely encircles the school building as 300 students are dropped off and includes travelling along a driveway that separates the main building from the two portables. While there have been no incidents in the past with the older students, the possibility of unloading students as young as three or four years of age could be potentially unsafe. • The Seaton School location, across an 80 km/hr provincial highway from the settlement area precludes any efficiency to be gained from the transportation policy. Any change in catchment would likely extend bus times already at or beyond acceptable levels. Leaving Sheffield open is the only way to minimize these negative impacts on transportation.
OTHER SCHOOL USES	<ul style="list-style-type: none"> • There were no proposals put forward by the community as to any other use for the building. The Committee is not aware of any other potential uses for the site. The community already has a former school in use as a community center and with the city amalgamation, funding for it is in jeopardy.
SOCIAL ENVIRONMENT IMPACT	<ul style="list-style-type: none"> • We as the committee believe that Sheffield School should remain open in order to avoid a negative social and environmental impact on the community. It's closing will have an adverse effect on the community. • Loss of the community library (currently regional library located on school grounds with shared well and septic bed). Hamilton Transition Board report on Libraries recommends closure of Sheffield library based on the <u>fact</u> that Sheffield School is closing. • Loss of baseball diamond to minor ball and community (ball diamond was established and is maintained by the community) • Loss of after school playground for community families

- Concern about the future of the heritage schoolhouse on site (circa 1862)
- Lowered property values in the village of Sheffield and surrounding community if a vacant school is present. Any new housing starts or improvement could be compromised if the community primary school no longer exists or remains vacant
- Increased likelihood of vandalization or 'hang out' if vacant school is present in community
- Loss of business to the community due to loss of spontaneous traffic
- More portables at receiver school will be needed- (not enough room to house incoming children)
- Safety of children a concern for community members (more children walking farther distances across a busy highway and down a road that is definitely poorly maintained, is rough and narrow and has no shoulders)
- Lack of public use - could become private property and therefore public use would be loss
- The community is also concerned about the impact on the students including the large number of senior school students at Seaton causes an imbalance of total school population when faced with the addition of primary students to the current eleven classes (6 of 11 are grade 7 & 8 or 60% of the current population).
- The appropriateness of young children being exposed to senior school attitudes, influences, behaviours and activities (sexual activity, profanity, physical aggressiveness, etc.)
- Receiver school has a large unfenced schoolyard, lacks age appropriate playground equipment
- Bus loading zone at receiving school complicated and unsafe for small children, creating potential liability issues
- No additional parking space for parents
- Children unable to be picked up by parents at dismissal time, as there is no safe space for parent parking, stopping or children loading

Appendix 2.**Sheffield School Remains Open****PROGRAM
IMPLICATIONS**

- Sheffield School has a valued program due to the shared and cooperative leadership of the teachers and the quality of the Principal manager.
- An entire student body composed of the same division that allows for a 'family-team' approach to programming.
- An integrated approach to learning with a challenging curriculum (required by the Ontario Ministry Program Documents) due to its exclusive Primary age grouping.
- A child-centered approach which dovetails perfectly with the children's stage of development.
- An exclusive primary plant that helps promote a child-centered program.
- An environment (which is tailored to small children) that allows flexibility and integration in its programming (e.g. easy to schedule and share the stand alone gym, space and multi-purpose room.)
- A family atmosphere that develops a sense of responsibility and ownership in students that helps educate the whole child.
- An environment that promotes and increases parental involvement. (Sheffield has a large % of parent/grandparent, community volunteers). Volunteers help increase program facilitation and excellence.
- An easy, spontaneous and continuous staff development. The primary division is tightly knit sharing information and problem-solving equably and spontaneously.
- A unique school and community location that offers primary students an easier transition from home to school This helps promote more ease in learning and better programme facilitation.
- A quality daily physical education program as set out in the Ontario Curriculum Health and Physical Education curriculum. This is provided by its single gym and large, safe playground and large classrooms.
- A system-wide standard which allows for good sound educational programming, development of interpersonal and leadership skills. The school provides opportunities for a wide range of recreational and learning activities on the school property in a safe, multi-seasonal environment.
- The ability to easily accommodate the typical size of classes and facilitate program delivery. The inside facility is a large environment that facilitates Primary programming. It has a newly constructed (fenced and tarred with enclosed shed), safe JK/SK area that helps to facilitate the early years program.
- A large windowed area that provides natural light and good ventilation. It provides a healthy learning environment to facilitate good programming.
- a setting that easily provides cross-grading opportunities like reading buddies, classroom helpers and peer tutoring.

	<ul style="list-style-type: none"> Facilities for co-operative and small group learning activities that help meet the expectations of the curriculum. The ability to address the special learning needs of the students because it provides a "hands on" approach in its programming. A workspace for support services personnel and our many volunteers to work. A rural setting and a safe open space which develops a broad range of skills (e.g. The planting of a Butterfly garden, environmental science program and our bird feeder observations). We as the committee believe that Sheffield School should remain open as Sheffield School provides high quality education programs and services in appropriate facilities, located as close as practical to the residences of students served therein. A fair and reasonable accessibility of program, staff resources and facilities are provided, taking into consideration the resident student population, the special needs of the local community and the demand for programs.
FACILITY CONDITION INDEX	<ul style="list-style-type: none"> A facility that is in good condition and has been well maintained Low operational costs (less than \$20,000 per year) Facility is appropriate for primary aged children (washrooms, fountains, coat hooks, shelves, counters) Large, safe playground with equipment for primary students JK/SK area with fence and a secure shed Multi-purpose room used for support personnel, Music room, special events Primary library, computer lab Simple floor plan (one hallway) Easy to open doors for primary students Phone lines in each classroom Awesome windows (to view the world) Regular classrooms that accommodate classes of typical size and facilitate program delivery Administrative area Stand alone gym that meets the needs of the primary students <p>Based on the above facts Sheffield School should remain open, as it is a well maintained, structurally sound building with low operating costs ideally suited for primary students.</p>
SCHOOL ENROLMENT PROJECTIONS	<ul style="list-style-type: none"> Existing and Future Enrollment: The existing enrollment of Sheffield School is 88%. This is projected for the next nine years. No decline is projected to 2009 with 36

new students attending each year.

- Class Conditions: Due to enrollment, there has been only one split class at Sheffield in the past five years [JK/SK Transitional Blend].
- Building Use: There are no vacant classrooms at Sheffield. One is a multi-purpose room, used as a library, computer lab and music room.
- Impact on Dr. John Seaton School and Other Local Schools: If primary students remain at Sheffield and, therefore, do not attend Seaton, there is only need for the use of one portable at Seaton. Catchment area boundaries could be adjusted to allow those current Lynden School students who reside near the Lynden/Sheffield border to attend Sheffield. This could reduce future overcrowding at Queen's Rangers School. These boundary changes would, therefore, increase enrollment at Sheffield.
- Impact of Housing Model: We the Committee believe that the housing model does not reflect the land use policies that affect the supply of rural housing. Application of a model that speaks to an urban housing development phenomenon should not be applied to the rural area.
- To be more specific, to penalize a rural area because it has limited new housing, few to no apartments or rental units, shows a lack of understanding of rural land use planning and where and why families live in rural communities. There is no denying the fact that the availability of housing, in whatever form, is reduced in a rural area; however, it is unreasonable to suggest that since housing availability may not increase at a rate similar to that in an urban area, rural families deserve reduced standards for accommodation and programming in their schools. It is also unreasonable to suggest that communities should lose their schools.
- The importance of older neighbourhoods (p.4E) is minimized in areas where many new housing starts are possible. However, in a rural area older neighbourhoods are just as significant and desirable to new families as newer neighbourhoods. Birth rates may not necessarily decline just because there are few to no new housing starts.
- New development in the rural area is limited due to strict municipal and provincial controls on severances, and the enlargement of settlement areas. Prime agricultural land must be preserved and marginal lands, including wetlands, floodplains. Other hazard and environmentally sensitive areas are undevelopable due to provincial legislation and the high costs related to remedial works. The lack of municipal services limits new housing starts. The number of potential lots is reduced due to the minimum size required for private septic systems and wells. In particular, Sheffield and Rockton are very difficult to develop due to the limited overburden over bedrock. Lynden's development has been stopped since the installation of a municipal sewage system is not financially feasible.
- We the Committee believe that the enrollment projections for Sheffield School are favourable. We have viewed these projections in light of our understanding of the rural housing market and the needs and characteristics of the rural community. We realize that despite the fact that the model being used puts the school's community in a low growth situation, Sheffield serves the families well and can sustain the needs of the school. It is unrealistic and unfair to uniformly apply all projection criteria to both rural and urban communities. We believe that the best interests of the children and their community are served by keeping Sheffield School open as a primary facility.

FINANCIAL IMPACT	<ul style="list-style-type: none"> • Sheffield school is a low cost facility from an operating cost perspective. It has a simple, efficient layout, which makes it economical to maintain. • According to the input the committee received from Tony Cupido, Superintendent of Plant Services, Sheffield School is in a good state of repair. Mr. Cupido did an excellent job of informing the committee on the goals of Plant Services to provide the best possible learning facilities. The committee supports the overall goal of the Board to raise the standards of capital maintenance across the Board. The PPTI report provides the board with important information on the potential repair needs of the Boards' space inventory. In reality though, past experience repair information related to the committee indicates that actual repair spending is significantly lower than those projected by the PPTI report. On this basis, the trustees should take this into consideration when formulating their decision. Sheffield School can continue to provide an efficient and low cost but highly effective learning environment. • Sheffield School should remain open as it is a low cost facility to operate and its relative capital repair needs pale in comparison to the investment required to close, move and replace the learning facilities at the only viable receiver location (Seaton).
SCHOOL ATTENDANCE AREAS	<ul style="list-style-type: none"> • With the current catchment area in place, Sheffield School is at 88% of Ministry rated capacity and Dr. John Seaton is at 100%. Enrollment projections show these levels remaining relatively steady through 2005. This coincides with the time frame of Renewal Plan under consideration and therefore a decision to keep Sheffield open fully supports the accommodation premise of this plan. • Due to the very disruptive nature of catchment changes and the complications of potential arrangements for 'grand-parenting' during implementation, the status quo or leaving Sheffield School open is the correct decision. The potential gains to be made through changes in attendance areas in support of a closing decision are greatly out-weighed by the detriments. • Sheffield School should remain open because of the effects of the proposed catchment changes including transportation, the grade six program at Beverly Central, and the fact that no matter how you draw the lines, the West Flamborough portion of the School Facilities Renewal Plan over-subscribes the remaining spaces if implemented.
CAPITAL NEEDS OF PARTNER SCHOOLS	<ul style="list-style-type: none"> • Sheffield School currently provides complete facilities for the primary program. See Appendix #3, Rural Primary Model for a detailed summary of the primary facilities currently in use. Therefore, there is no need for capital expenditures at Seaton to accommodate primary students. • Sheffield School provides full facilities appropriate to the primary students it currently accommodates. The community will not accept partially converted senior public space or portables as a replacement for the current permanent facilities. The preparation costs to receive the primary students at Seaton are significant. Dr. John Seaton School is an excellent school and is in very good condition for its current role as a primarily middle school. There are currently eleven classes at Seaton School and six of them are grades 7 & 8. The community would be greatly disappointed by a closure decision that would both move primary students to facilities that are below those currently in place at Sheffield and not up to the standards presented in the Board's primary model. In addition, the high quality

	<p>junior and senior program currently in place at Seaton would be negatively affected by the re-deployment of space currently being used. Due to the distances involved, Seaton is the only existing facility that could be realistically designated as the receiver school.</p>
STAFFING IMPACT	<ul style="list-style-type: none"> • Good management on the part of administrative staff and close proximity of the Unit Schools has ensured that Sheffield Public School has experienced the advantages of being associated with a larger school. At the same time Sheffield Public School has maintained the "incubator" environment that is so beneficial to their young student population (JK-2). A full-time Principal is accessible and can be present on-site within five minutes. The "neighbouring" location promotes frequent visits and on-site leadership by the Principal. Specialized staff is shared between the two schools on a daily basis. As well the close proximity allows Sheffield teachers to be assisted through preparation coverage, resource coverage, and reduction of supervisory duties. A small teaching team allows for enhanced communication amongst staff, ensures consistency in routines, discipline and management, encourages flexibility in timetabling and supervision, promotes prompt problem-solving and facilitates the opportunity for staff, parents and students to know and support each other. As a parent and community member stated: "Sheffield is a wonderful incubator program; providing students with both a positive foundation upon which to build their future education and with the confidence to do well in a larger academic setting". Historically, the Grade 3 Testing (use proper name) results have demonstrated that what Sheffield Public School strives for and achieves is academic excellence. • Student performance is a strong indication of the effectiveness of a particular staffing model. Sheffield Public School is particularly effective.
TRANSPORTATION IMPACT	<ul style="list-style-type: none"> • Highway #8 is not a hindrance to implementation of the transportation policy at the Sheffield school location as the school is located within the settlement area. • The possibility of catchment changes being necessitated by a closure decision will likely result in larger areas. The result will be an increase in both time for students on the buses and cost. Those students at the fringes of the current catchment already spend too long on the bus – especially the three and four year olds.
OTHER SCHOOL USES	Not applicable.
SOCIAL ENVIRONMENT IMPACT	<ul style="list-style-type: none"> • The local community fears the loss of many attributes of Sheffield school including the safe, secure environment for primary children (simple floor plan, easy to open doors, isolated bus loading zone and parent parking area, etc.) • School facility and size appropriate to needs of primary children (washroom facilities, drinking fountains, etc.) • Social environment at Sheffield provides an ideal introduction to the formal school system (no rotary, smaller facility and number of students equates to less stress, and more confidence to participate in student activities) • Easier transition from home to school for young children (family team approach) -

nurturing environment results in ease of learning

- Community volunteers feel comfortable, welcome and needed (large percentage of parent base volunteer regularly)
- Small setting allows improved parenting skills due to informal parent - teacher interaction
- Opportunities for primary children to experiment with leadership and risk-taking skills - this enables the students to work as a team
- Single division - allows school routines to be more easily established and maintained
- More one-on-one pupil time - students' needs addressed quickly, fairly, and consistently
- A sense of community, responsibility and concern for each other
- Small environment which allows social problems identified and solved easily and quickly
- Everyone knows each other - extended family
- A safe, secure environment because of the design and accessibility to teachers and adult volunteers.

The village school is one of the last and the most encompassing of the institutions that make Sheffield a community. The residents of Sheffield stand to lose the "heart and viability" of the community

SHEFFIELD PUBLIC SCHOOL - Elementary Core Program
Rural Primary Model

11-18

Appendix 3.

19.

AREA	PURPOSE/DESCRIPTION	GUIDING PRINCIPLES/RATIONALE
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AREA	PURPOSE/DESCRIPTION	GUIDING PRINCIPLES/RATIONALE
Sheffield Public School	<p>SIZE</p> <p>Sheffield School is at 88% Ministry's capacity</p> <p>ORGANIZATION</p> <p>Primary School JK - Grade 2</p>	<ul style="list-style-type: none"> - single stand-alone gym and multi-purpose room (both are used for drama and arts activities) - allows for 1 class per grade and reduces the need for split grades - allows for subject specialists from Seaton to provide Music, Gym and Resource - Ontario Curriculum requires an integrated approach with a challenging curriculum. - our grade 3 testing has indicated JK to 2 is working very well - Sheffield School provides flexibility in programming. - primary focus that provides for their primary needs (no negative impact from older children's influences) - Sheffield's child-centered approach dovetails perfectly with the children's stage of development - the entire student body is comprised of the same division allowing for a 'family' atmosphere - Sheffield's student body is not influenced by the over balance of senior grades - development of sense of responsibility and ownership in the student population at this vital age. - Sheffield promotes and increases parental involvement. (Sheffield has a large % of the parents/grandparents volunteer their time to the school) - staff development at Sheffield school is easy, spontaneous and continuous as the primary division is tightly knit. - Sheffield's total environment is especially geared to small children - an exclusive primary focus makes for a young, child-centered programme approach. - Sheffield School offers primary students an easier transition from home to school because of it's size - Sheffield's student body is not being interrupted by a full day rotary system.

AREA	PURPOSE/DESCRIPTION	GUIDING PRINCIPLES/RATIONALE
Sheffield Public School	<p>FACILITIES:</p> <ul style="list-style-type: none"> - Single gym and multipurpose room (also used for drama and arts activities) - well ventilated classrooms - large windowed classrooms - easy accessible primary sized washroom, sinks and drinking fountains - easy to open doors and easy floor plan <p>Outside Area:</p> <ul style="list-style-type: none"> - 21/2 acres - a beautiful butterfly garden planted by the students, parents and horticultural society - large, wide open playing field - appropriate fencing as required - tarmac area all around the school- (large enough for whole school population) for rainy day activity and games, and a naturalized play area with shade trees etc. for activities other than sports - primary ball field used and kept up by the community - primary play area including playground equipment designed for primary children and donated by parents - appropriate JK/SK secured fenced in yard with a permanent locked shed for outdoor play equipment. 	<ul style="list-style-type: none"> - quality daily physical education as a standard in the Ontario Curriculum Health and Physical Education curriculum (great flexibility due to own gym) - Ontario Curriculum Arts document includes expectations for Dance and Drama at every grade - inside facility is a very usable and a safe environment for Primary students - well lit with natural light as every room has many windows and they open to provide ventilation, as well as, a fire escape if necessary - sufficient washroom facilities and drinking fountains addressing the safety of the primary students - provides a safe environment - optimal facilities for physical education and recreational purposes for Primary students - opportunities for a range of Primary recreational and learning activities on the school property in a safe multi-seasonal environment - student, staff and community usage of the whole school and it's property

AREA	PURPOSE/DESCRIPTION	GUIDING PRINCIPLES/RATIONALE
Sheffield Public School	<p>Outside Area continued:</p> <ul style="list-style-type: none"> - driveways and ample parking areas (for staff and visitors) located so as to minimize safety concerns and reduces traffic flow - safe bus loading areas - adequate external lighting for entrances and parking lot - areas for safety and the reduction of vandalism <p>Large Information Technology Centre (Library)</p> <ul style="list-style-type: none"> - computers in the classroom as well - library resource centre for print, audio-visual and electronic media - appropriate furniture for the various areas for group and individual activities (tables, chairs, shelving) - storage and work area for teacher-librarian - storage centre for audio-visual equipment - computer lab - telephone communication system - easy access to computer room <p>Special Needs Area:</p> <ul style="list-style-type: none"> - Resource room - Conference or assessment areas - mini- lab of computers 	<ul style="list-style-type: none"> - student, staff and community usage safety issues - and entrance and an exit : importance for easy, safe bus loading - Sheffield has not had a problem with vandalism - importance of information technology skills as an integral part of learning with technology as a tool (fiber optics installed October 2,000) - importance of literacy skills in learning - facilities for cooperative and small group learning activities in order to meet the expectations of the curriculum - four telephones are through-out the Sheffield School - Multi-purpose room allows for flexibility and availability for addressing the special learning needs of all students as much as budget allows within the home school - Programme modifications are easier to handle when the facilities are not having to be shared with great numbers - having the office available for 1/2 days provides work space locations for board and other

AREA	PURPOSE/DESCRIPTION	GUIDING PRINCIPLES/RATIONALE
Sheffield Public School	<p>Science and Technology Area</p> <ul style="list-style-type: none"> - flexible space for design and technology room - water access (sinks in every room) - mini-lab of computers - adequate work areas - adequate display area - ample outdoor science opportunities <p>JK/SK Area:</p> <ul style="list-style-type: none"> - universal access to program across system - blended programming <p>Music Room:</p> <ul style="list-style-type: none"> - adequate space available for music delivery - music equipment adequate for Primary Children <p>Art Room:</p> <ul style="list-style-type: none"> - large variety of bulletin boards and display areas 	<ul style="list-style-type: none"> - the Ontario Curriculum for Science and Technology requires students to demonstrate expectations related to five strands: Life Systems, Matter and Materials, Energy and Control, Structures and Mechanisms, Earth and Space Systems in all grades. Sheffield School has ample materials. - the curriculum demands a "hands on" approach for all grades - the Hamilton/Wentworth Horticultural Society has helped design and pay for a beautiful outdoor Butterfly Garden at Sheffield School - the Primary students helped plant it - it is maintained by Sheffield volunteers - At Sheffield School we have a cross-graded system in place for reading buddies, classroom helpers - we have 2 classes of blended programming - Sheffield has facilities and equipment available for student productions following the Primary Music/Drama curriculum. - there are 2 pianos and basic Primary music equipment - critical analysis and appreciation of music is part of Sheffield's curriculum - the Ontario Curriculum Visual Arts strands includes traditional arts such as painting and sculpture, and crafts. - the students develop a broad range of skills in terms of creative production, analysis and appreciation of works of arts

AREA	PURPOSE/DESCRIPTION	GUIDING PRINCIPLES/RATIONALE
Sheffield Public School	<p>Regular Classrooms:</p> <ul style="list-style-type: none"> - mini-lab of computers/multi-media centre in each regular classroom - water access (sink) - tables, desks and chairs for flexible groupings and areas within the room - teacher desk and filing cabinet - appropriate equipment/furniture for Primary children(e.g. sand, water table) - tiled floor (small area carpet for Primary) - blackboards and bulletin boards for display - shelving and adequate storage for classroom resources and materials such as textbooks, reading library, manipulative materials, kits, etc. - privacy carrels 	<ul style="list-style-type: none"> - Sheffield School provides a flexible learning environment to adapt to a wide range of integrated subjects areas and a wide variety of teaching strategies and approaches for Language, Mathematics, Social Studies, History and Geography components of the Ontario Curriculum - Sheffield School has classrooms that can easily accommodate the typical size of Primary classes and facilitate program delivery

AREA	PURPOSE/DESCRIPTION	GUIDING PRINCIPLES/RATIONALE
Sheffield Public	<p>Administrative Office:</p> <ul style="list-style-type: none"> - private office for principal and secretary with computers and telephone communication system - reception and work area for school secretarial staff with computers and telephone communication system - secure storage for school records - appropriate furniture/equipment including photocopier <p>Staff Work Area / Staff Room:</p> <ul style="list-style-type: none"> - computer access - telephone communication system - large table for work area and informal meetings - photocopier - kitchen - supply room - staff washroom <p>Student Washrooms</p> <ul style="list-style-type: none"> - sufficient to school population and geared for Primary children - washroom with handicap access 	<ul style="list-style-type: none"> - health, safety and administrative needs are met at Sheffield School

January 5, 2001

Jean Humphrey
Sheffield Public School
Sheffield, Ontario
Ph.# 621-4897
Fax# 621-4897
Edathumphrey@aol.com

Dear Tony Cupido:

Thank you for coming to Sheffield School on January 2, 2001 at three o'clock. Sharing your expertise with some of the Sheffield's School Closure Committee members enabled us to meet and discuss information with the rest of the committee. I am writing with the requested information follow-up. If you need more information or clarification please feel free to phone or write me. I understand this information is needed very quickly as the chairman of our committee, Mr. Bain, has given us a very short time frame to submit our report.

The Board has prepared a Core Program document for Elementary Schools (enclosed) and I have prepared a Sheffield Public School - Rural Core Program document (enclosed). Upon your examination of these two documents you will see how much Sheffield School meets the boards description of an ideal school. If you compare the two, you will observe that Sheffield School does indeed meet the criteria of the Guiding Principles/Rationale set up by the board. The board's "K to 8" model will not be met anyway even if Sheffield School does end up closing. The Sheffield School Closure committee feels strongly that:

- 1) we do not meet the Board's criteria for closure in the first place.
- 2) that Sheffield School currently meets the board's Core Program expectations.

Based on the information provided to us, we as a committee are requesting an architect's report on the cost of providing a facility at Dr. John Seaton School that would provide all the facilities that Sheffield School presently is providing. The committee feels that since Dr. John Seaton School was built as a Senior Public School and houses predominantly senior students it is not equipped at all to accommodate primary children. A make shift arrangement at Seaton will not be accepted. We, as a committee and members of the community, are requesting a detailed plan of the proposed facilities, a cost of these necessary changes and a time guarantee that appropriate accommodation will take place before Sheffield School ever closes.

Required changes to Dr. John Seaton School facility according to the board's core description to accommodate Primary children would be as follows.

- ◆ a permanent structure that includes all the board's documented organization and primary facilities.

FACILITIES NEEDED FOR SHEFFIELD'S PRIMARY CHILDREN

- ◆ 4 classrooms - 1 JK room, 1 SK room (in readiness for all day JK and Sk proposed by Ministry.)
1 grade one room and 1 grade two room.
According to standard the JK room will need a wheelchair assessable washroom and sink area within the classroom
- ◆ Office
- ◆ Large classrooms, set up with adequate storage space, low cupboards, ½ tile and ½ rugged area, sinks, low paper towel and soap dispensers, arborite counter space, low chalkboards and bulletin boards, wiring for classroom computer usage,
- ◆ Primary Computer-Lab room
- ◆ Primary Library
- ◆ Primary Gym
- ◆ Music Room
- ◆ Health Room with change table and sink area.
- ◆ Staff room
- ◆ General classroom supply and equipment room
- ◆ Custodial Office equipped with a computer
- ◆ Custodial Storage Room
- ◆ Primary Photocopy Area
- ◆ Multipurpose Room where Sheffield's twenty-three weekly volunteers can work, conferences can take place and special consultants can work
- ◆ Special Needs office and teaching area
- ◆ Children's lunch-room
- ◆ Primary staff washrooms
- ◆ Primary girls and boys washrooms (equipped with scaled facilities)

FACILITIES NEEDED FOR SHEFFIELD'S PRIMARY CHILDREN cont'd

- ◆ An alarm system
- ◆ Primary drinking fountains
- ◆ Water purification system
- ◆ Large, Thermopayne slider windows (existing at Sheffield)
- ◆ Conditioned air unit
- ◆ Phone lines or P.A./ intercom system in classrooms
- ◆ JK, SK individual cloakroom cubbies in their own separate area (approx. 40 JK\SK students)
- ◆ Grade one cloakroom for boots, snow suits, mitts and hats, school bags
- ◆ Grade two cloakroom for boots, snow suits, mitts and hats, school bags
- ◆ Primary Bulletin Boards in classrooms and hallways
- ◆ Ramps for handicapped students
- ◆ Doors that 3 to 7 year olds can open
- ◆ Boiler system or source of heat
- ◆ Septic bed large enough to handle increased usage for very young children
- ◆ Large fenced in play area for JK's with tarvia and grassed area.
- ◆ JK shed to house required play equipment
- ◆ Perimeter fencing around Seaton School play area
- ◆ Outside lighting for large rural area
- ◆ Outside water outlets
- ◆ Fire route around building

FACILITIES NEEDED FOR SHEFFIELD'S PRIMARY CHILDREN cont'd

- ◆ Primary tarvia and grassed play area
- ◆ Primary play structure and play equipment
- ◆ Primary Soccer field
- ◆ Primary Ball field
- ◆ Lower basketball hoops
- ◆ Safe Primary bus loading and unloading zone free from other Seaton traffic. (very inadequate at Dr. Seaton School)
- ◆ Separate parent loading and unloading pickup zone
- ◆ Teacher and volunteer parking area

Given your expertise and that of the board's architect, we trust that you will ensure a facility design and cost analysis that meets the standards of the new millennium. We appreciate your sensitivity to the urgency of this request but we feel it is essential for an educated decision to be made.

We know that requests like this take time and effort and we thank you for all the time and effort you have given to viewing our school and answering all our questions.

Sincerely,

Jean Humphrey.



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**PROPOSED ALTERATIONS TO
Dr. SEATON SCHOOL
TO ACCOMMODATE PRIMARY GRADES.**

February 12, 2001

1. Projected enrolment

The projected enrolment (F.T.E.) for the combined Sheffield/ Dr. Seaton schools is, according to School Board data as follows:

- year 2001:	329 + 59=	388
- year 2002:	319 + 59=	378
- year 2003:	310 + 56=	366
- year 2004:	291 + 58=	349
- year 2005:	286 + 57=	343
- year 2006:	269 + 57=	326

2. School capacity (MRC)

Existing Dr. Seaton School: 303 pp
2 existing portables 49 pp.
352 pupil places

3. Proposed alterations

- Eliminate family studies room # 12 and industrial arts room # 13
- Create in the same area:
 - 3 regular classrooms,
 - 1 seminar room and 1 meeting room,
- Eliminate existing classrooms 4, 5 and 6 and replace with 2 kindergarten classrooms. One of the kindergarten classrooms will be used for grade 1.
- Room 10 to be counted as a classroom, not as a seminar room,
- One of the existing classrooms to be converted for grade 2 use.
- This will increase the school capacity (including existing portables) to
352 + 49= 401 pp (352 excluding portables).

This solution has the advantage to regroup all the lower grade classrooms on the South side of the building.

5. Other required alterations

- Fenced and paved play area for kindergarten,
- Fenced and paved play area for grades 1 and 2,
- Lower some existing equipment: plumbing fixtures, basketball backstops, chalkboards, etc.

6. Other optional alterations

- Alter or enlarge library to accommodate primary pupils,
- Improve acoustics in music room,
- Provide an orthopedic washroom with barrier free access, adjacent to health room,
- Replace existing lockers with wider ones to be shared by 2 pupils,
- Add one toilet in women staff washroom,
- Install gates to prevent vehicular access around the school during school hours,
- Repave front parking lot.

7. Review of criteria list (as per Mrs. Humphrey's Jan. 5, 2001 letter)

1. A permanent structure that includes all facilities:
Provided. In view of the declining enrolment the portables could be eliminated within 3 years.
2. Primary classrooms:
Provided.
3. Office:
Existing administration area is sufficient.
4. Large classrooms, with appropriate equipment:
Kindergarten classrooms are large,
G.2 is standard size,
The equipment will be appropriate as per Board standards.
5. Primary computer lab:
The existing computer lab is sufficient,
Provision for computers within classrooms as per Board's standards.
6. Primary library:
Existing library could be modified, or possibly enlarged (see optional alterations).
7. Primary gym:
Existing gym is sufficient.
8. Music room
The existing music room is sufficient. Acoustical improvements to be considered (see optional alterations)
9. Health room with changing facilities:
Existing health room can accommodate a change table,
It is proposed, as an optional alteration, to modify the existing health room to include an orthopedic washroom with change table, also accessible from the corridor.
10. Staff room:
The existing staff room is sufficient.
11. Supply and equipment room:
Existing is sufficient
12. Custodial office with computer:
Existing. Existing computer to be connected to network.

13. Custodial storage room:
Existing is sufficient.
14. Primary Photocopy area:
3 existing photocopy areas already existing in the school
15. Room for volunteers, conferences, etc:
New meeting room proposed.
16. Special need office, teaching area:
Existing 2 resource rooms are sufficient.
17. Primary lunch room:
Stagger lunch hours, or lunch in the classrooms.
18. Primary staff washrooms:
Existing men's washroom is sufficient,
Add 1 toilet in women's washroom.
19. Primary girls' and boys' washrooms:
New kindergarten will have their own washrooms,
Lower some urinals in boys' washroom.
20. Alarm systems:
Existing fire alarm and security systems are satisfactory.
21. Drinking fountains:
Lower some existing fountains.
22. Water purification system:
Water is tested regularly according to regulations, results are satisfactory.
23. Larger windows:
Larger windows will be installed in proposed kindergarten classrooms.
24. Conditioned air units:
Existing administration area and computer room will be air-conditioned (Separate project)
25. Phone/ PA system:
Existing system to be extended.
26. JK/ SK cubbies:
Will be provided.
27. Gr. 1 and 2 cloakrooms:
Gr.1 will use a kindergarten classroom with cubbies,
Coat racks to be installed in Gr., 2 classroom,
Wider lockers for the whole school, shared by 2 pupils, will be investigated.
28. Primary bulletin boards:
Yes, will be provided.
29. Ramp for handicapped:
Not required: thresholds to be adjusted or replaced.
30. Septic bed:
Is being checked for capacity
31. Fenced-in, paved and sodded kindergarten play area:
Yes, to be provided.
32. JK shed:
Existing shed from Sheffield to be relocated.
33. Perimeter fencing:
Separate fenced primary play area instead.
34. Exterior lighting:
Existing to be checked and improved if required.
35. Outside water outlets:
Existing.

- 36. Fire route around building:
Existing is satisfactory.
- 37. Primary play area:
Yes, to be provided.
- 38. Primary play structure:
Transfer from other sites.
- 39. Soccer field:
Existing.
- 40. Ball field:
Existing.
- 41. Lower basketball hoops:
Adjustable basketball backstops to be installed in gymnasium
- 42. Safe bus loading:
Separate from car traffic, at back and sides of the school. Gates to prevent access to sides and back of the building during school hours.
- 43. Parents loading and pick-up:
At front of the school.
- 44. Teachers and volunteers parking:
Existing fenced parking.

6. Estimated Construction Cost:

- 3 new classrooms, seminar room, meeting room:	
3000 sf @ \$ 75 =	\$ 225,000
- 2 new kindergarten:	\$ 80,000
- plumbing changes:	\$ 10,000
- Other minor changes: Basketball backstops,	
Coat racks, tackboards and chalkboards	\$ 10,000
- Exterior play areas, fences, gates, paving:	\$ 50,000
- Alterations to staff washrooms	\$ 5,000
- TOTAL:	\$ 380,000

The above noted construction cost does not include design and permit fees, furniture and equipment, and the GST.

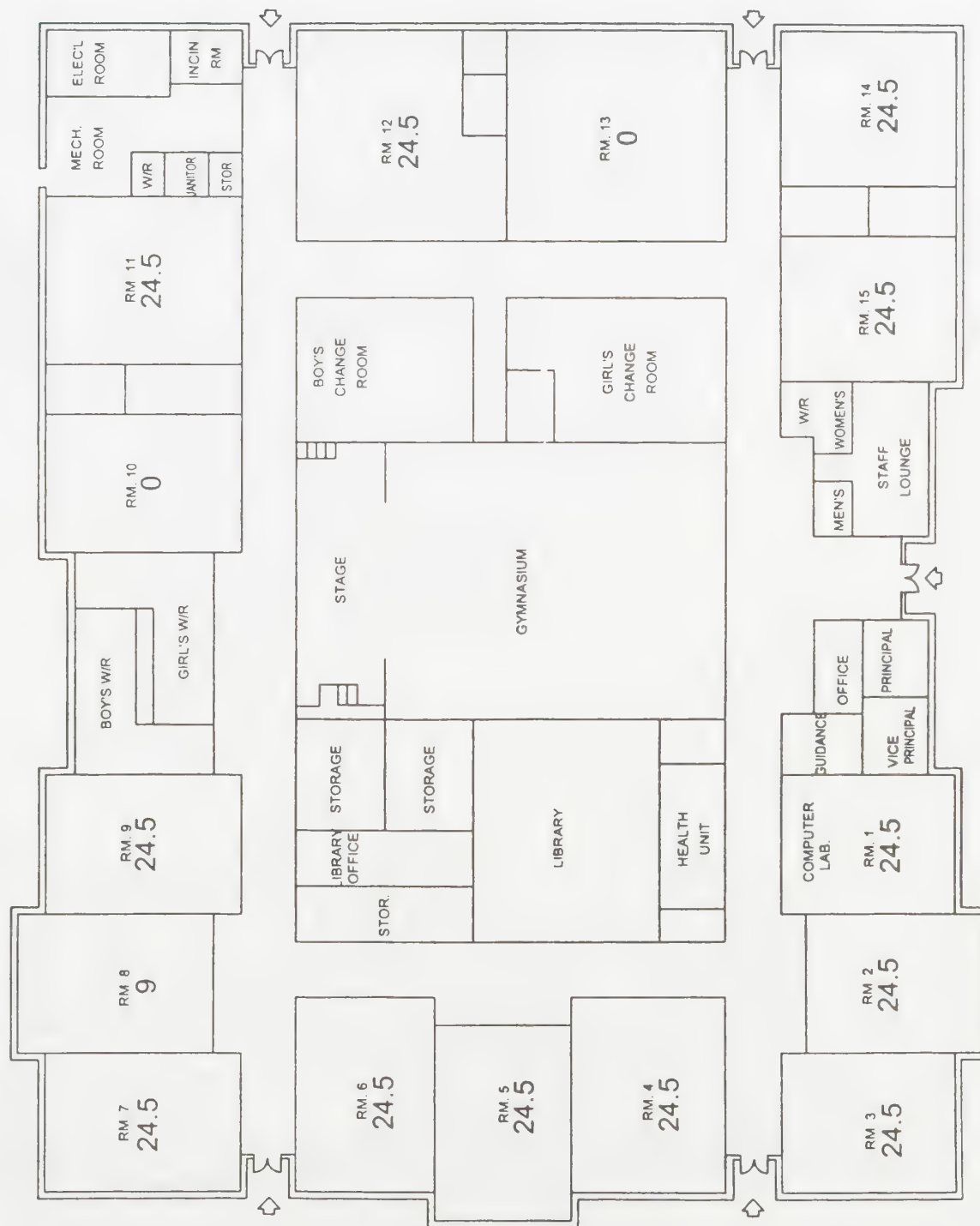
7. Estimated Construction Cost for Optional Alterations

- Music room acoustical treatment:	\$ 5,000
- Library alterations:	\$ 10,000
- Orthopedic washroom:	\$ 10,000
- New lockers	\$ 40,000
- Gates at driveways and repave front parking lot:	\$ 50,000
- TOTAL:	\$ 115,000

GRAFF ARCHITECT INCORPORATED

Maurice Graff, Dipl. Arch., O.A.A., M.R.A.I.C.

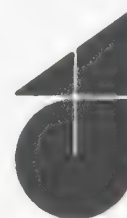
The Hamilton-Wentworth District School Board



LEGEND

DENOTES ROOM NUMBER - RM 14
DENOTES ROOM CAPACITY - 24.5

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EXISTING SCHOOL CAPACITY (MRC)

SCALE N.T.S.

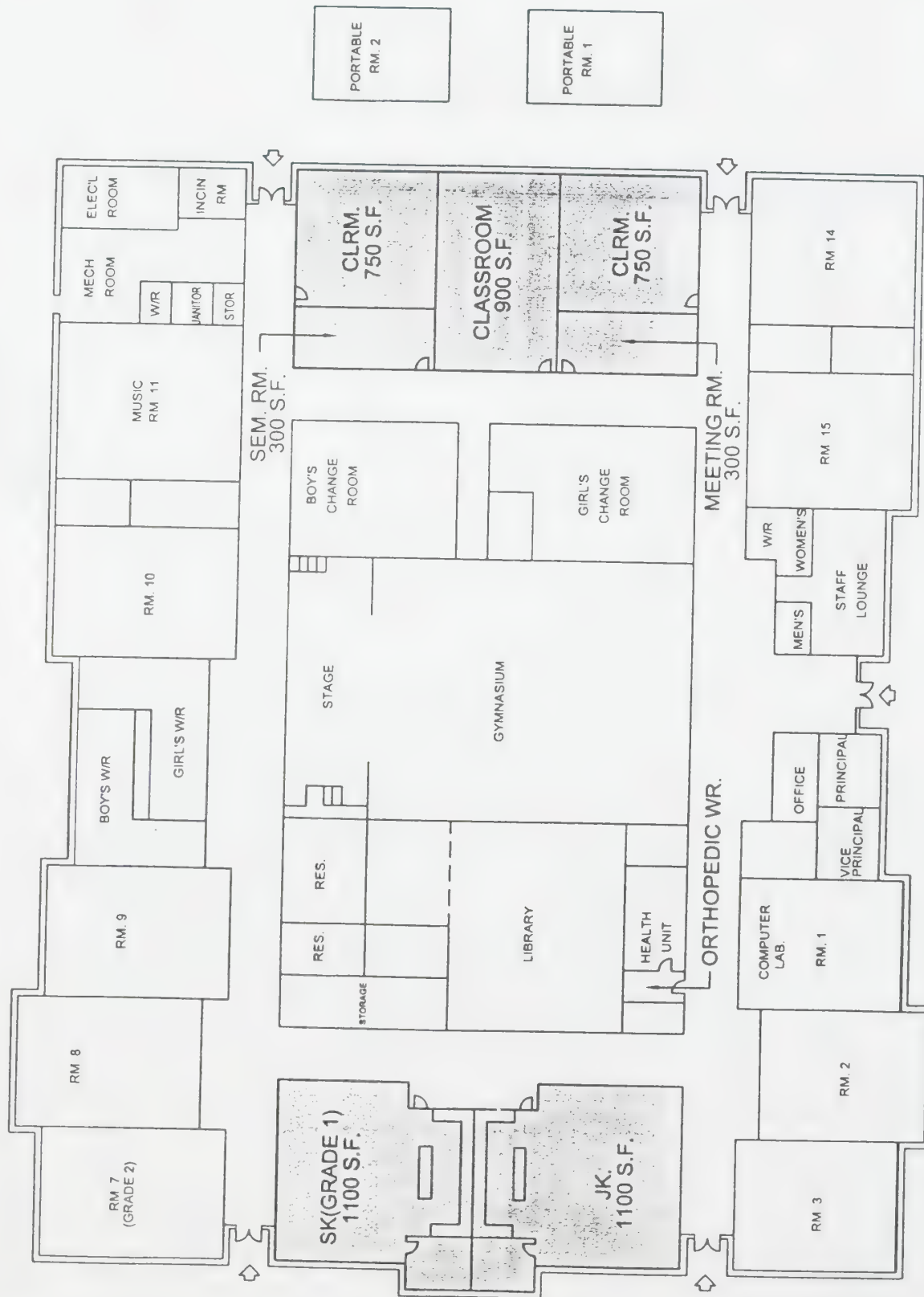
DR. JOHN SEATON
PUBLIC SCHOOL

GROUND FLOOR PLAN

11-33

34.

The Hamilton-Wentworth District School Board



PROPOSED ALTERATIONS
SCALE N.T.S.

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**DR. JOHN SEATON
PUBLIC SCHOOL**

GROUND FLOOR PLAN

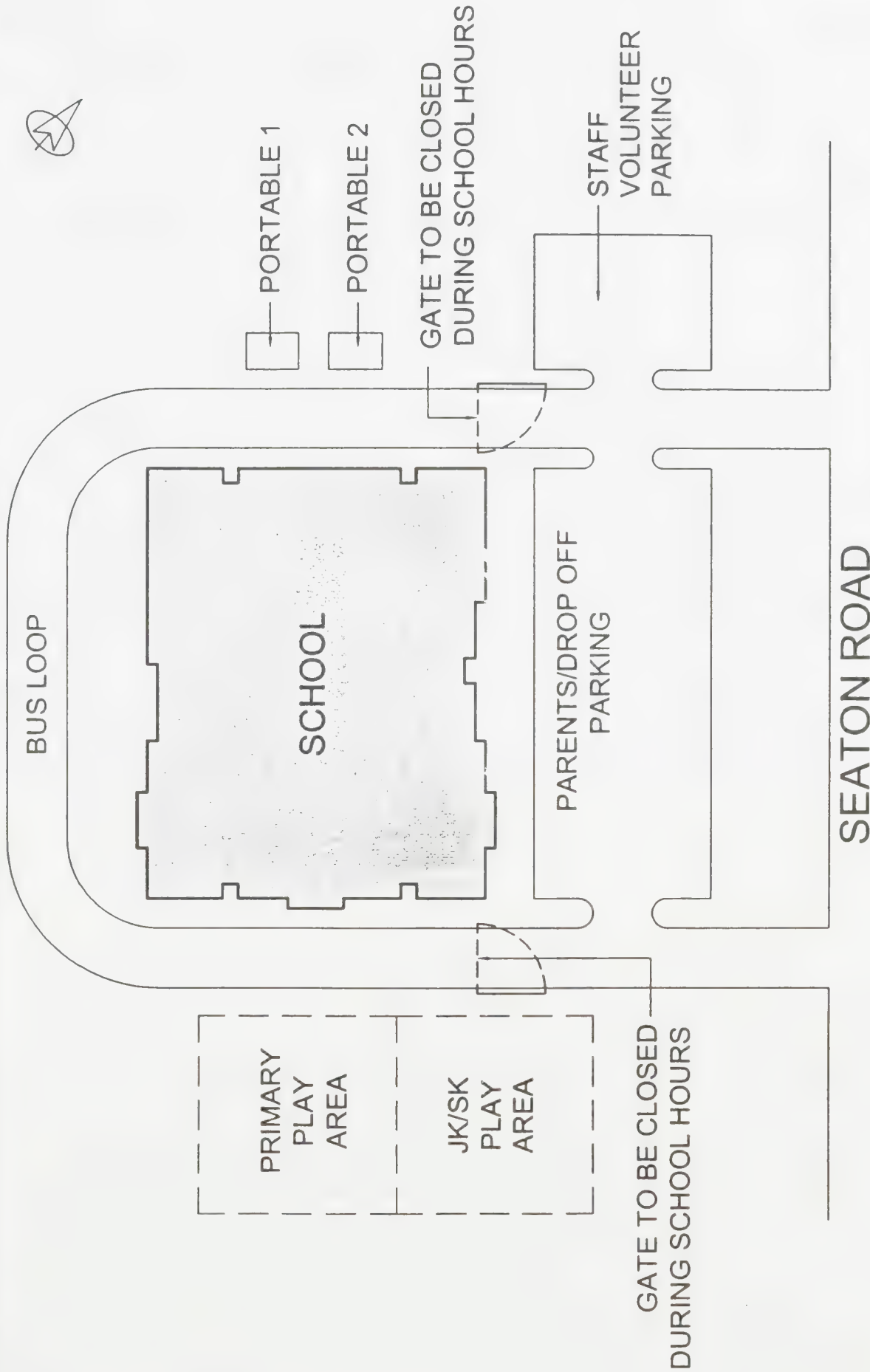
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35.

The Hamilton-Wentworth District School Board

11-35

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SITE PLAN
SCALE N.T.S.

DR. JOHN SEATON
PUBLIC SCHOOL

SITE PLAN

Appendix 6

The Committee received 23 formal letters of support that are available for review by all trustees.

Appendix 7

The committee received 175 signatures of support that are available for review by all trustees.

SCHOOL CLOSURE REVIEW
Programming Factor
Impact on Dr. John Seaton Public School

February, 2001

Dear Seaton/Sheffield Parents:

On behalf of all Seaton/Sheffield Parents, the School Council prepared and approved this report in response to the serious implications of a Sheffield closure decision.

INTRODUCTION

The Council has discussed the possible impact on the programming as it presently exists at Seaton, should the primary classes from Sheffield be relocated to Seaton. This report is based on the opinion of the Council *that programming at Seaton or Sheffield Schools must not be negatively affected by this relocation. It is the opinion of the School Council that the relocation of the Sheffield primary students to Seaton will create an impact of programming which contradicts the Board's ideal model for its JK to eight schools.*

Programming has been discussed in terms of how this may be affected when all fourteen classrooms at Seaton are fully occupied by the fourteen classes of Junior Kindergarten to Grade eight students. There are presently fourteen classes combined in Seaton and Sheffield Schools. This tally, therefore, does not consider the Ministry's proposal of full time, all day Kindergarten or an increase in enrolment.

In addition, the Council has not included the use of portables. The Board has indicated that it wishes to eliminate the use of portables.

SPECIALLY DESIGNED AND EQUIPPED ROOMS

Since all classrooms will be used on a daily basis, specially designed or equipped rooms will only be accessible if scheduling permits. This excludes the computer room which would only be used for computer classes. These 'special' rooms include - **French, Music, Art, Science, Family Studies, Design and Technology and Drama.**

In order to continue with the fine programming at Seaton, and to possibly improve upon it, we believe that students and teachers should be permitted to use the specialty rooms indicated above. Even though the Family Studies and Design and Technology programs have been discontinued by the Board, use of the equipment in these rooms is advantageous to cross-curriculum programming.

French and music teachers will be required to teach "A La Cart" which is by far a less than ideal way to teach. It eliminates the use of a well stocked and visually stimulating classroom. Music equipment is difficult to transport and can be damaged. Storage of musical instruments in a regular classroom makes classroom management more difficult and only with complicated scheduling, will the music storage classroom be accessible.

ART

Seaton has a fully equipped art room which permits the use and storage of art materials in one location for all classes. Projects can be stored; clean up and the use of 'messy' materials do not conflict with regular classroom uses. Art can be displayed for students and parents. The worktables are conducive to layout of projects which require extra work space. Seaton previously held art classes in this room everyday of a six day schedule for classes three to eight with a full time art teacher.

SCIENCE

Seaton has a classroom which is also a fully equipped laboratory. This subject cannot be taught "A La Cart", therefore, science teachers will be required to teach subjects which will allow them to be out of the science room only when science classes are not taught. They will also need to teach classes which can be accommodated in the computer room or the gym since these will be the only rooms free.

FAMILY STUDIES AND DESIGN AND TECHNOLOGY

Similarly, as with science, Family Studies and Design and Technology cannot be taught "A La Cart". It is believed that if the facilities in these rooms are not used on somewhat of a regular basis, they will be dismantled. These rooms can be used for cross curriculum activities. Full time use of these rooms as regular classrooms, prohibits their uses for which they were intended and which are still beneficial to programming. Seaton staff wish to incorporate these two programs wherever and whenever possible, now that the full time programs have been discontinued.

DRAMA

The Ministry of Education requires adherence to a new Drama curriculum. Due to the level of activity and the large group setting, a room which is not used as a regular classroom is preferred for drama. Small groups within a class may be required to practice or rehearse which can make it difficult to watch how the host classroom facilities are being repected.

SPECIAL NEEDS CLASSES

The present use and scheduling of resource and learning centre classes would be carried out as they now are at Seaton.

VOLUNTEER SPACE

Sheffield School is supported by a large group of parent and community volunteers. If all rooms are occupied, it would be difficult for these vital helpers to assist the children in a quiet and safe place.

SUMMARY

In summary, the programming at Dr. John Seaton will be adversely affected to the point that all specialized programs will be dismantled. This completely contradicts the Board's ideal model for its JK to Grade 8 schools. The flexibility in programming will be greatly hampered with extremely tight scheduling for the use of the specialized classrooms, library, computer lab and gymnasium.

USE OF OTHER FACILITIES AT SEATON

In addition to the impact on programming at Seaton with the introduction of primary students from Sheffield, there is concern regarding other activities in the school.

WASHROOMS

Assuming that the JK/SK classes will have their own separate washrooms, there is still a major concern for health and safety for all other students who would be using the existing washrooms. Grade one to eight would be using the two washrooms at the northern end of the school. There are presently four urinals, and four stalls in the boys' washroom and eight stalls in the girls' facility. Cleaning, maintenance and supervision is often a concern, presently, with the existing student body. This concern can only increase with fifty new students, all of whom are under the age eight. Supervision will be a major concern with primary students using the washrooms during class time.

In order to accommodate fifty new students requiring lockers, these units will need to be installed on the wall facing the washrooms. This will cause crowding and confusion in this location during entry, recess, breaks, lunch and dismissal.

LUNCH ROOMS

At present, grades five to eight use the gym as a lunchroom. Tables are brought down from the walls and the canteen is made accessible to the students. Supervision, and clean up is well managed at present. The provision of forty uninterrupted minutes of lunchtime for each teacher is made. Grades three and four eat in their rooms with one teacher supervising the two neighbouring rooms.

If the primary students eat in their rooms, teacher supervision would need to be increased. Lunchroom monitors may be older students, however, this is a high demand duty and it may not be safe to rely on students to carry out this responsibility. Due to the flexible scheduling at Sheffield, the teachers supervise their own students each day at lunch. Coverage is then provided by a Seaton teacher who travels to Sheffield for recess duty, music, physical education and learning resource.

If the primary students eat in the gym, lunch periods would need to be staggered. This impacts on supervision schedules and the required lunchtime allotted to teachers each day. The day would need to be lengthened, as well.

Use of the gym for another lunch period would decrease the time that the gym would be available to accommodate the increased demand for physical education classes.

BUSSING

Twice a day, eleven busses circle the building at Seaton. Children exit from the four sets of side doors, as well as, from the front doors. It is a very busy time and since students are in grades three to eight, there have been no safety problems with disembarking or loading. However, there is major concern regarding the introduction of children aged three to eight years into this situation. An additional concern exists with the pick up of children by parents at the end of school day, since there is no parking which would allow movement of children directly from the building to the cars without passing between the convoy of busses.

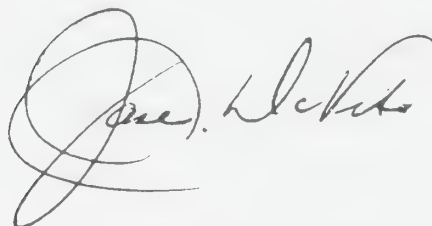
CONCLUSION

The School Council believes that the introduction of all of the primary classes into the Seaton setting will be detrimental to the health, safety and learning of all students. The following motion has therefore been passed:

That the Sheffield/Seaton School Council support the continued operation of Sheffield School as the primary facility for the Sheffield/Seaton School Unit.

Moved: *Gary Lloyd* Seconded: *Linda Shantz* Vote: *Unanimous*

Date: *February 5, 2001*



Please come and show your support.

Remember these dates.

A thirty minute report presented to the Trustees: **March 3rd at 1:20** at the board office at 100 Main Street, West, Hamilton. Change over time is 12:45.

March 5th at 7 o'clock at the board office. Please relay your intent to go by bus by calling 621-4897 or 621-5215. 45 people are needed to support the bus. Call no later than **February 28th**. The bus will be leaving at 5:45 from Sheffield School. The cost will be \$5.00 per person.

If needed Parent/Community delegations - March 29th, or April 3rd at 6 o'clock at the Board Office. (More information will be provided if needed)

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

MEMORANDUM

To: **Members of the Business Committee**

From: Sir Isaac Brock School Closure Committee

Date: March 3, 2001

Subject: **SIR ISAAC BROCK SCHOOL CLOSURE
COMMITTEE REPORT**

Recommended that Sir Isaac Brock School be removed from consideration for closure at the present time.

Rationale:

Sir Isaac Brock School was identified for potential closure in the Spring of 2000. A School Closure Review Committee was created to review options and report to the Business Committee.

The members of the committee were:

Wayne Joudrie (Chair), Supt. of Education
Joe Rogers/Wayne Marston, Trustee
Michele Lambie, Secretary at Sir Isaac Brock
Bev Laporte, Principal at Sir Isaac Brock
Pam Thorpe, Teacher at Sir Isaac Brock
Mike Cuberovic, School Council at Sir Isaac Brock
Margaret Paul, Parent at Sir Isaac Brock
Brian Snell, Principal at Glen Echo
Pam Susnyar, Teacher at Glen Echo
Sandy McLeod, School Council at Glen Echo
Carol Phillips, Principal at Eastdale
Stewart Cameron, Teacher at Eastdale
Angela Giardino, Teacher at Eastdale
Gary Holden, School Council at Eastdale

The committee met six times:

Tuesday, September 12, 2000
Tuesday, September 26, 2000
Tuesday, October 10, 2000
Tuesday, October 24, 2000
Tuesday, January 9, 2001—Open Forum
Tuesday, January 23, 2001

The committee reviewed the following 2 options:

- Option 1: Sir Isaac Brock remains open with no change in boundaries.
- Option 2: Sir Isaac Brock closes. Students will attend Glen Echo, Hillsdale & Eastdale Schools.

The Impact Reports for each option are attached.

After full study and discussion a vote occurred with respect to the option. The results of the vote were:

Option 1: Sir Isaac Brock Remains Open with no change in Boundaries.	10 in favour
Option 2: Sir Isaac Brock closes. Students will attend Glen Echo, Eastdale and Hillsdale.	3 in favour

The critical elements that were crucial to the discussion included:

1. The East End (Zone 5) is already over 96% capacity.
2. The committee believes that SIB does not fit any of the criteria identified in the Board Policy related to school closure.
3. No significant transportation savings were identified.

The committee also wanted the Board to have a heightened awareness of the need for immediate renovations and repairs to the roof and flooring at Sir Isaac Brock.

Sir Isaac Brock
School Closure Review Committee Report

OPTION # 1 Sir Isaac Brock remains open with no change in boundaries.	
PROGRAM IMPLICATIONS	<ul style="list-style-type: none"> • SIB needs 1 portable (2 or 3 by 2001)—no space • Library used for everything—reduced library use • Class sizes reasonable • Currently Sir Isaac Brock has two classes per grade as per "Ideal School" model. • Speech & Language class may need to be relocated for 2001.
FACILITY CONDITION INDEX	<ul style="list-style-type: none"> • Repairs needed in SIB • \$341,700 to repair safety violations, high & urgent needs (Roof repairs & new flooring) • Little has been spent on repairs over the past number of years due to potential closure situation. • 6.81 acres (park facility)
SCHOOL ENROLMENT PROJECTIONS	<ul style="list-style-type: none"> • SIB area attracting large immigrant population • Current population is 329 with a 5 yr projection of 303, and a 10 yr projection of 278--decline believed to be unrealistic • For 10 years the projections remain above 70% capacity. • 2 new subdivisions are both within walking distance. Projection indicates 450 new houses to be built within 3 years. • Regeneration of neighbourhood is having an impact on enrolment.
FINANCIAL IMPACT	<ul style="list-style-type: none"> • \$341,700 to repair (as above) • Budget for school remains the same • Maintenance & utilities cost \$50,521/yr. • New portable costs--\$50,000 to \$150,000
SCHOOL ATTENDANCE AREAS	<ul style="list-style-type: none"> • status quo • possibly consider the 10 students in Grays Rd. area changing catchment.
CAPITAL NEEDS OF PARTNER SCHOOLS	<ul style="list-style-type: none"> • No impact on partner schools

STAFFING IMPACT	<ul style="list-style-type: none"> 2 new teachers required to meet higher enrolment.
TRANSPORTATION IMPACT	<ul style="list-style-type: none"> there could be cost savings by picking up SIB and Glen Brae students at same pickup points then dropping off at each school.
OTHER SCHOOL USES	<ul style="list-style-type: none"> not appropriate.
SOCIAL ENVIRONMENT IMPACT	<ul style="list-style-type: none"> Community needs to be satisfied that repairs will be done and reassurance that school will not be on a chopping block for "X" number of years. Make a decision—no more limbo. Consideration should be given that Zone 5 has paid it's dues—Red Hill School closed June, 1999. All east end schools are at, or close to, capacity (above 96%) Students will feel good about keeping their school open, keeping their friends. Pursue creative ways to save on bussing costs—ie. share with Sec. Schools or change boundaries.

The committee believes that Sir Isaac Brock does not qualify for consideration for closure according to any of the criteria identified in the Board Policy.

- ie:
- Enrolment below 70%
 - Continue decline in Kindergarten
 - Large rates of split classes
 - Limited facilities for specialized activities
 - Considerable number of vacant classrooms
 - High per pupil operating costs
 - Failure of enrolment to justify scheduled maintenance costs
 - Limited new housing.

Sir Isaac Brock
School Closure Review Committee Report

OPTION # 2 Sir Isaac Brock closes. Students attend Glen Echo, Eastdale and Hillsdale.	
PROGRAM IMPLICATIONS	<ul style="list-style-type: none"> • Eastdale needs a \$2.3 million addition to provide more room, space, more staff, a VP. Able to use more specialist capability. The library would open up, by moving French out. There'd be 2 classes for each grade. • Hillsdale & Glen Echo will move to full capacity, and perhaps beyond. • Glen Echo will have to move Sp.Ed. With only 2 classrooms available, possible need for portable. • Fr.Imm. teachers can also teach core French. • Speech & Language class would need to be relocated.
FACILITY CONDITION INDEX	<ul style="list-style-type: none"> • Eastdale, Glen Echo are well kept. Hillsdale is brand new, therefore no repairs required. • Glen Echo has a K available for new students. • Hillsdale has space available. • Eastdale requires an addition with a few other minor repairs. There are 4.28 acres of Brd property available.
SCHOOL ENROLMENT PROJECTIONS	<ul style="list-style-type: none"> • Eastdale currently at 261 with a projection of $(266+166+73=)505$ within 3 yrs. Possibly too large with 10 classroom capacity of 500. • Glen Echo has an apartment building in area. If 70 SIB students were sent to Glen Echo, they would be above capacity. • East end is at, or close to capacity (over 96%)
FINANCIAL IMPACT	<ul style="list-style-type: none"> • \$1.3 Million for 10 additional classrooms, plus \$1M for a new Gym - \$2.3M in renovations required at Eastdale.
SCHOOL ATTENDANCE AREAS	<ul style="list-style-type: none"> • South of King—Glen Echo, Laurier or RL Hyslop • Berkindale—Eastdale • Kenora—Hillsdale or Catholic School • Bow Valley—Eastdale • Sir Isaac Brock—Glen Echo or Green Acres • Grays Rd/North of Lake—would have to be bussed somewhere.
CAPITAL NEEDS OF PARTNER SCHOOLS	<ul style="list-style-type: none"> • \$1.3M for 10 additional classrooms, plus \$1M for Gym = \$2.3M in renovations required at Eastdale.

STAFFING IMPACT	<ul style="list-style-type: none"> Contractual problems (could be significant if a number of schools closed) The committee is in disagreement with the recommended optimum school size.
TRANSPORT'N IMPACT	<ul style="list-style-type: none"> This committee feels there would be undetermined transportation impact between bussing students to SIB as compared to Eastdale depending on multiple factors to be determined by Transportation Dept. 120 kids equals 2 buses, but factors such as school hours, middle school bussing, number of pickup points and having to bus alternate students could affect savings. Any cost saving from bussing could be much less than was originally expected. Savings would be marginal at best.
OTHER SCHOOL USES	<ul style="list-style-type: none"> Potential for "new" Eastdale School to become a Community Centre.
SOCIAL ENVIRONMENT IMPACT	<ul style="list-style-type: none"> SIB—community is dissolved, great anxiety amongst parents, students, staff Hillsdale & Glen Echo—minimal impact as communities are so similar to SIB. Eastdale—Dewitt corridor – part of east end picture. Would need some "spirit building" between communities. Threat of closure causes a halt in curriculum-based planning and building repairs. <p>Positives:</p> <ul style="list-style-type: none"> curriculum wise, more students offers better curriculum options better facilities, ESL program with an ESL teacher. <p>Negatives:</p> <ul style="list-style-type: none"> new groups of friends, etc. Eastdale parents fear what is coming—unknown. Change is an uncomfortable thing. Preparation and consideration needed to calm community.

#13

Special Business Committee
The Hamilton-Wentworth District School Board

Memo

To: Business Committee
From: Merv Matier, Director of Education and Secretary
Date: Saturday, March 3, 2001
Re: Elementary (Type 2 Schools) Schools Closure Review

Recommended Action:

Moved by: _____

1. That Allenby School be closed.
2. That Bennetto School be closed.
3. That Dundana School be closed.
4. That Lloyd George School be closed.
5. That Lynden School be closed.
6. That Seneca School be closed.
7. That Sheffield School be closed.
8. That Sir Isaac Brock School be removed from consideration for closure at the present time.

Rationale:

The Need to Close Schools

The Hamilton-Wentworth District School Board has recognized that the Board is currently operating too many schools based on its total student enrolment base. In general, as the name of the provincial funding model (i.e. "Student-Focussed Funding") indicates, funding allocated to school boards for day school education purposes is driven by a School Board's student base. Where a School Board operates more school buildings than are required, this results in that Board's resources being too thinly stretched in too many directions. In turn, this results in a negative impact on the Board's ability to deliver quality education programs for the students under its care.

A comparison of Ministry Capacity to 2000/2001 Enrolment indicates that The Hamilton-Wentworth District School Board has an excess capacity (number pupil seats available less enrolment) of over 9,800 pupil seats:

	Elementary	Secondary	Total
Capacity	42,658	23,313	65,971
2000/2001 Enrolment	<u>37,078</u>	<u>19,082</u>	<u>56,160</u>
Excess Capacity	<u>5,580</u>	<u>4,236</u>	<u>9,816</u>

Ministry Capacity does not include the capacity that may be accommodated in portable or portapak classrooms. Although not desirable in the long-term, the Board has 221 portable/portapak classrooms in use. When these classrooms are taken into account; theoretically, the School Board has the ability to accommodate approximately 14,800 students more than are currently enrolled.

Consequently, the Board is currently heating, lighting, maintaining space beyond its requirements and is allocating its staff and resources over too many locations. This accommodation circumstance is having a negative impact on the Board's ability to deliver the quality of education programs required by today's students and the future students of the Board. These accommodation problems are exacerbated by the fact that in specific pockets of the new City the Board is experiencing significant pressure to build additional school space.

The Hamilton-Wentworth District School Board is committed to providing high quality education programs and services in appropriate facilities, located as close as practical to the residences of students served therein. A fair and reasonable accessibility of program, staff resources and facilities need to be provided throughout the district taking into consideration the resident student population, the special needs of local communities and the demand for programs.

We want each of our schools to have:

- ✓ a Principal on site
- ✓ a full-time secretary
- ✓ an appropriate number of custodial staff
- ✓ an enrolment large enough to allow for two classes per grade and subject specialists where appropriate
- ✓ a double gym or large single gym to provide quality facilities for daily physical education
- ✓ a large Information Technology Centre
- ✓ special needs classrooms
- ✓ science and technology areas
- ✓ appropriate JK/SK areas
- ✓ music and art rooms
- ✓ regular classrooms that accommodate the typical size of classes and facilitate program delivery
- ✓ administrative, guidance and health areas
- ✓ lunch room facilities
- ✓ sufficient washrooms
- ✓ etc.

It is the responsibility of The Hamilton-Wentworth District School Board to make recommendations as appropriate for replacement or renovation, new capital investment or school closure. The Hamilton-Wentworth District School Board is charged with fulfilling the duties and powers of boards as outlined

in the Education Act S170, (171) among which are the following:

- ✓ providing adequate accommodation for all pupils
- ✓ keeping school buildings and premises equipped and in good repair
- ✓ operating schools and providing instruction consistent with the Education Act
- ✓ spending money for school purposes and for the promotion of the interest of schools as authorized by the Education Act.

The Hamilton-Wentworth District School Board will maximize the use of its facilities by offering educational programs in a fiscally responsible manner. The Board shall endeavour to distribute its enrolment for each facility to its maximum effective capacity.

The School Facilities Renewal Plan approved in April 2000 represents a responsible long-range approach to addressing the significant number of accommodation challenges facing The Hamilton-Wentworth District School Board. However, in order to address changes in population patterns and demographics, in order to reduce the dollars spent on maintenance-intensive schools, in order to provide proper resources at all our facilities, and in order to provide the best programs available at all sites, closures are inevitable and necessary.

There is probably nothing that can be said to make the consideration of school closures remotely palatable to people directly affected. Hopefully, all those involved will see the wisdom in working co-operatively to bring about the inevitable changes as productively as is possible.

ALLENBY

Allenby currently has a 102 FTE placing the school at 46% capacity. The school is not projected to move beyond this student use. For 2009 the school has a projected student attendance of 99.5 FTE. Alternative accommodation is available at Earl Kitchener School, located on Dundurn Street. This alternative school is in walking distance of the Locke Street community. Renovations will be necessary for the transfer of Allenby students; with a projected cost of \$155,000.

The moving of students from Allenby will allow for greater flexibility in program, the reduction of split grades, and the opportunity for divisional planning.

Allenby students will have access to a well stocked library and more highly developed computer lab. The availability of a full-time administrator and resource teacher will also be an improved asset.

BENNETTO

The current population of Bennetto School is 248 FTE creating a school capacity of 99%. The school shares a campus with Centennial School. Centennial School has 520 FTE which puts the school at 65.0 % capacity. To maximize the student space available between the two buildings, the closure of Bennetto School is recommended. This will create a K-8 school setting which will house approximately 750 students. By 2009 it is projected the school will be reduced to 600 students.

To adequately accommodate the move of Bennetto students into Centennial School, renovations and the building of an addition to Centennial will be required. The cost of this project is estimated at \$934,472. With the creation of a larger school, program benefits will include increased resources, more flexibility to create specialized teaching assignments, and cross-divisional planning.

DUNDANA

Dundana has a student enrolment of 315 f.t.e. (as of October 31, 2000). The Ministry Rated Capacity for Dundana is 400.5. The school is operating 78.7% capacity. The projected enrolment for Dundana for 2006 is 241.

The Dundana students can be accommodated at Dundas Central and Central Park and Pleasant Valley. The combined projected enrolment for these three schools, including the Dundana students is approximately 900. The Ministry Rated Capacity of these three schools is 1,142.5.

LLOYD GEORGE

Lloyd George School has a Ministry Rated Capacity of 434.0. At the present time the enrolment is 173.0 F.T.E.. The projection for the next 5 years is 145.0 and the 10- year projection is 143.0. These projections equate to a 35% occupancy rate.

All of the current students could be accommodated within neighbouring schools. The School Closure Review Committee identified and studied options that included:

1. *Splitting the students between Fairfield and King George,*
2. *Having all of the students attend King George and*
3. *Building a new school on the site of King George.*

All of these options had some positive aspects identified. These included an enhanced set of program offerings based upon a large staff complement and increased pooling of resources. The costs involved in splitting the students between Fairfield and King George would be negligible.

LYNDEN

Lynden has a population of 68.5 f.t.e. (as of October 31, 2000). The capacity of Lynden School is 146.5. The school is currently operating at 46.8% capacity. The projected enrolment for 2006 is 80.0.

The Lynden students can be accommodated at Queen's Rangers School, creating a JK – 6 school with a total enrolment of 286. The projected enrolment for the combined schools for 2006 is 237.

The proposed alterations to Queen's Rangers School will increase its capacity to 303.5.

SENECA

Seneca School's Ministry-Rated Capacity is 356.5. The current enrolment is 171.5 (F.T.E.), which represents 48.1% capacity. Without System Special Education classes, the enrolment would be 44.3% of Ministry-Rated Capacity.

The Board's 1998 five and ten-year projections indicate a continuing enrolment decline for Seneca. For example, the Board's projection indicates Seneca's enrolment would decrease from 52% capacity in 1998 to 47% capacity in 2003. As of October, 2000, Seneca's enrolment was at 48.1% capacity.

Currently, there are 11.5 (F.T.E.) students in Junior Kindergarten, and 10.0 (F.T.E.) students in Kindergarten.

Within 2.0 km walking distance of Seneca School, we have two JK – 5 schools with a combined surplus space of 201.5 (Gordon Price School 135, and Holbrook 66.5). Approximately, half the Seneca students live within 1.6 km of these two schools. Within 3.0 km, the Board has three JK – 5 schools with a combined surplus space of 345.5 (Gordon Price 135, Holbrook 66.5, and James Macdonald 144). The total surplus space in the four schools is 530.5 (Gordon Price 135, Holbrook 66.5, James Macdonald 144, and Seneca 185). The per pupil cost to deliver programme at Seneca for 2000 was \$7009.62 per pupil.

It is our belief that the adjacent JK – 5 schools could provide a quality programme for Seneca students; thus, our recommendation is that Seneca school be closed.

SHEFFIELD

Sheffield has a population of 59 f.t.e.(as of October 31, 2000) in J.K. – Grade 2. The projected enrolment for 2006 of 57 shows no potential growth.

Alternative accommodation is available at Dr. Seaton School where proposed renovations would result in a viable JK – Grade 8 school with a total population of 357. The projected enrolment for the combined Sheffield/Dr.Seaton School for 2006 is 326. The proposed alterations to Dr. Seaton school will increase its capacity to 352 (excluding portables) or 401 including existing portables.

The movement of Sheffield students to Dr. Seaton will allow for greater flexibility of program, the availability of increased resources, more flexibility to create specialized teaching assignments and the availability of a full-time administrator, secretary and resource teacher.

SIR ISAAC BROCK

Sir Isaac Brock has a Ministry Rated Capacity of 277.5. The current enrolment at Sir Isaac Brock is 281.5 F.T.E.. The 5- year projection is 267.0 and the 10- year projection is 244. Current new home construction within the catchment area could see these numbers dramatically increase.

There is no other available space to accommodate all of these children within the East End of the City. Currently the Schools in this area are at an average capacity of 96%. The School Closure Committee studied an option which would involve construction of an addition at Eastdale School. The cost of the addition (approximately \$2.3 Million) appeared to be prohibitive without significant transportation savings as an offsetting cost.

URBAN
MUNICIPAL

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

SPECIAL MEETING OF THE
BUSINESS COMMITTEE

Monday, March 5, 2001

CAB ON HWW26
A33R
2001

7:00 p.m.

A G E N D A

7:00 p.m.

1. Call to Order
2. Approval of Agenda
- 2.2 Enrolment Projection Approach
3. Discussion and Action re Allenby
4. Discussion and Action re Bennetto
5. Discussion and Action re Dundana
(a) Referred motions and presentation of report.
6. Discussion and Action re Lloyd George
7. Discussion and Action re Lynden
8. Discussion and Action re Seneca
9. Discussion and Action re Sheffield
10. Discussion and Action re Sir Isaac Brock
11. CORRESPONDENCE
(a) Sheffield/Seaton School Council

L. Orban

D. Grant

URBAN MUNICIPAL

APR 04 2001

GOVERNMENT DOCUMENTS

9. Report of the Dundana School Closure Committee re Board Referral Motions

It was moved by I. Thompson: That the following recommendations of the Dundana School Closure Review Committee be approved:

(a) based upon current information, Dundana does not meet any of the criteria for inclusion on the Type 2 list of schools for potential

(b) catchment areas and grade organizations for schools in Dundas can be reconfigured so that each school's enrolment is approximately 80% of the MRC, neighbourhoods are kept together, portables are eliminated and, potentially, transportation costs can be reduced.

RESOLUTION #01-34: It was moved by L. Orban, seconded by W. Hicks: That the two motions regarding Dundana School and elementary school accommodation in Dundas be referred to the Special Meeting of the Business Committee dealing with the school closure reports as per Board policy.

I. Thompson urged the members to deal with the issue as it is before them. In essence, the Board asked the Committee to bring back a recommendation, which they have done.

E. Johnstone believed that the issue should proceed through the process. R. Woodworth pointed out that this school doesn't fit the process and believed the Board should alleviate the stress on itself and the community by dealing with it now. He spoke against the referral as it was questionable from the beginning whether any school in Dundas should have been on the study for possible closure list.

To the amendment, CARRIED. 7 in favour and 3 opposed.

W. Hicks asked the Director to check the figures in the second recommendation of the Committee.

: 5(a)-1



Approved for distribution
by the Director.

Signature: _____

Date: _____

Memorandum

from
Kenneth Bain

To: Merv Matier, Director and Secretary of the Board

From: Ken Bain, Superintendent of Education

Re: Report of the Dundana School Closure Committee in response to Board Referral Motions
re: Dundana School

Date: January 25, 2001

In June 2000, former trustee Heather Bullock introduced two motions regarding Dundana School and elementary school accommodation in Dundas.

1. That Dundana School be removed from the list of Type 2 schools identified in the School Facilities Renewal Plan as approved in April 2000.
2. That a Dundas Study Team be convened to consider redesigning school catchment areas and/or school grade structures in order to maximize the efficient use of school facilities in Dundas.

At the June 2000 Board meeting, these motions were referred to the Dundana School Closure Review Committee. The committee has spent time throughout the Closure Review Committee meetings discussing these matters while, at the same time, preparing its report reviewing Dundana's potential closure.

The committee members have considered the referral motions and they support and endorse two recommendations found at the conclusion of their report.

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

January 25, 2001

To: Trustees

From: The Dundana School Closure Review Committee

Re: ***Board Referral Motion – Dundana School***

Policy 4.01 School Closure states "The Accommodation Review may indicate that a school or schools should be identified for potential closure based upon any one of the following criteria;

Elementary Schools

- enrollment below 70% of the effective Ministry rated capacity
- continuing decline in kindergarten enrollment
- a large ratio of split or multi-grade classrooms
- limited facilities for specialized activities
- a considerable number of vacant classrooms
- high per pupil operating costs
- failure of enrollment to justify scheduled maintenance costs
- limited new housing in area"

Of the criteria outlined in Policy 4.01 School Closure, "enrollment below 70% of the effective Ministry rated capacity" and "limited new housing in area" were the criteria that caused Dundana to be on the list for potential closure.

Data from the Accommodation Report presents the enrollment information:

Date	Enrollment as a Percentage of the Ministry Rated Capacity
October 1998	66.4% (Actual)
October 2001	66.6% (Projected)
October 2003	64.1% (Projected)
October 2008	67.5% (Projected)

Data from the Accommodation Report indicates that the community of Dundas is expected to experience very modest population growth until 2021:

Date	Projected Population
1996	23,125
2021	25,515

According to the Accommodation Report, there will be very limited new housing in Dundas:

Date	Number of New Dwelling Units
1999	144
2000	144
2001	112
2002	80

The immediate Dundana School area, as defined as the neighbourhood within walking distance of the school, includes no new dwelling units. At one time, Dundana was a K-8 school with a large Grade 7 and 8 component as it was the receiver school for Dundana's, Pleasant Valley's and University Garden's Grade 6's. Its enrollment dropped when Dundas District became the only Grade 7-8 school in Dundas. The

5(a)-3

opening of District coupled with the decline in Dundana's enrollment in the immediate area caused The Wentworth County Board of Education to respond by reconfiguring its catchment to include a new large subdivision off Governor's Road. These students are bussed to Dundana School and comprise approximately 47% of the school's enrollment.

Therefore, Dundana was placed on the Type 2 list of schools for potential closure because:

- the Accommodation Report indicates that the projected enrollment at Dundana will continue below 70% of the Ministry rated capacity (MRC)
- the community of Dundas will experience modest growth with a limited number of new dwellings
- the immediate Dundana neighbourhood has no new dwellings

In June 2000, former trustee Heather Bullock introduced two motions regarding Dundana School and elementary school accommodation in Dundas.

1. That Dundana School be removed from the list of Type 2 schools identified in the School Facilities Renewal Plan as approved in April 2000.
2. That a Dundas Study Team be convened to consider redesigning school catchment areas and/or school grade structures in order to maximize the efficient use of school facilities in Dundas.

These motions were referred to the Dundana School Closure Review Committee. The committee members have considered the motions and they support and endorse the above two recommended actions.

It is the view of the Dundana School Closure Review Committee that, presently, **Dundana School does not meet the criteria as outlined in the School Closure Policy** and therefore **should be removed from the list.**

Criteria	Application to Dundana
Enrollment below 70%	October 2000 - 77% (based upon new MRC)
Decline in kindergarten enrollment	October 1998 – 29 SK's – no JK program October 1999 – 37 SK's and 20 JK's October 2000 – 31 SK's and 36 JK's
Large ratio of split classes	1.5 classes out of 12.5
Limited facilities	Large gym with stage Computer lab Resource rooms Core French room Special Education room
Vacant classrooms	None
High per pupil operating costs	Comparatively low per pupil costs
Enrollment doesn't justify maintenance costs	October 1998 – 271.5 October 2000 – 315.0
Limited new housing in area	Registered: 46 single family units Anticipated Student Yield=15 Draft Approved: 125 single family, townhouse and townhouse units Anticipated Student Yield = 69

5(a)4

A sub-committee of the School Closure Review Committee formed the Dundas Study Team and met with members of the Planning and Accommodation Department in order to consider redesigning the catchment areas and grade organizations of the six elementary schools in Dundas.

Before beginning its work, the Study Team determined that any change in boundaries had to consider the following parameters:

- Enrollment in each elementary school in Dundas should be at approximately 80% of the Ministry rated capacity in order to maximize Plant Operation top-up grants
- Portable classrooms should be eliminated wherever possible
- Neighbourhoods should be kept together
- Need for transportation should be reduced wherever possible

The following chart summarizes the results of their work and represents one possible solution to Dundas's accommodation challenge. The Study Team recognizes that this solution requires further review by the Catchment Redefinition Committee and is prepared to submit its conceptual redesign and grade reconfiguration for Dundas elementary schools to the School Catchment Redefinition Committee.

School	Ministry Rated Capacity (FTE)	October 31, 2000 Enrollment (FTE)	Proposed Enrollment (FTE)	Proposed Enrollment as Percentage of MRC	Notes
Yorkview (JK-6)	229	236.5	175	76.4%	Could have specialized classrooms*
Central Park (JK-6)	302.5	330.5	247	81.7%	Eliminates use portable classroom
Dundas Central (JK-6)	504	186.5	393	78%	Could have specialized classrooms*
Dundas District (7-8)	581.5	603	461	79.3%	Eliminates use of portables
Dundana (JK-6)	400.5	315	352	87.9%	Could have specialized classrooms*
Pleasant Valley (JK-6)	336	194.5	267.5	79.6%	Could have specialized classrooms*
Totals	2353.5	1866	1895.5	80.5%	

* Please refer to Appendix 1

Please note that **1095 residents of Dundas** have signed a petition in support of former Trustee Heather Bullock's motion to remove Dundana from the Type Two list of schools. The committee has received the petition and appreciates the support of so many Dundas residents.

Therefore, the Dundana School Closure Review Committee's recommends that:

- **Based upon current information, Dundana does not meet any of the criteria for inclusion on the Type 2 list of schools for potential closure**
- **Catchment areas and grade organizations for schools in Dundas can be reconfigured so that each school's enrollment is approximately 80% of the MRC, neighbourhoods are kept together, portables are eliminated and, potentially, transportation costs can be reduced.**

5(a)-6



School Closure Review Committee

Introduction

The Hamilton-Wentworth District School Board is committed to providing high quality education programs and services in appropriate facilities, located as close as practical to the residences of students served therein. A fair and reasonable accessibility of program, staff resources and facilities shall be provided throughout the district taking into consideration the resident student population, the special needs of local communities and the demand for programs.

We want each of our schools to have:

- ✓ a Principal on site
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- ✓ appropriate JK/SK areas
- ✓ music and art rooms
- ✓ regular classrooms that accommodate the typical size of classes and facilitate program delivery
- ✓ administrative, guidance and health areas
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- ✓ sufficient washrooms
- ✓ etc.

The Hamilton-Wentworth District School Board will maximize the use of its facilities by offering educational programs in a fiscally responsible manner. The Board shall endeavour to distribute its enrolment for each facility to its maximum effective capacity.

It is the responsibility of The Hamilton-Wentworth District School Board to make recommendations as appropriate for replacement or renovation, new capital investment or school closure. The Hamilton-Wentworth District School Board is charged with fulfilling the duties and powers of boards as outlined in the Education Act S170, (171) among which are the following:

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- ▶ keeping school buildings and premises equipped and in good repair
- ▶ operating schools and providing instruction consistent with the Education Act
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The School Facilities Renewal Plan approved in April 2000 represents a responsible long-range approach to addressing the significant number of accommodation challenges facing The Hamilton-Wentworth District School Board. However, in order to address changes in population patterns and demographics, in order to reduce the dollars spent on maintenance-intensive schools, in order to provide proper resources at all our facilities, and in order to provide the best programs available at all sites, closures are inevitable and necessary.

There is probably nothing that can be said to make the consideration of school closures remotely palatable to people directly affected. Hopefully, all those involved will see the wisdom in working co-operatively to bring about the inevitable changes as productively as is possible.

Merv Matier,
Director of Education and Secretary of the Board

11(a)

February 19, 2001

Mr. Merv Matier
Director of Education and
Secretary of the Board
Hamilton-Wentworth District School Board
100 Main Street West
Hamilton, Ontario

Re: Sheffield School - Type 2 Potential School Closure List-
Impacts on Dr. John Seaton School

Dear Mr. Matier,

The Sheffield/Seaton School Council has directed me to forward to you and to the Board a copy of the attached report as discussed and passed at our last meeting on February 5, 2001. This report presents the Council's opinion regarding possible impacts on the programming and general operations of Seaton School if the primary children are relocated to Seaton following the closure of Sheffield School.

You have received a summary of this report as part of a letter from the Sheffield School Closure Review Committee on February 6, 2001. This letter also supported Mr. Reg Wordworth's Motion on February 15th to remove Sheffield from the closure list.

The Council strongly supports the continued operation of Sheffield School as the primary facility for the Sheffield/Seaton School Unit. It also strongly feels that the operations and programming at Seaton should not be allowed to deteriorate or be compromised in anyway which would reduce its excellent service to its students.

It is Council's intent that the trustees will have become familiar with this report prior to the Sheffield School Closure Review Committee's presentation at the March 3rd meeting of the Business Committee.

Thank you for your attention to this matter.

Yours very truly,

Jane I. DeVito, Chair

Enclosure

SCHOOL CLOSURE REVIEW
Programming Factor
Impact on Dr. John Seaton Public School

11(a)-1

INTRODUCTION

The School Council of Dr. John Seaton and Sheffield Schools has prepared this report in response to the School Closure Review presently being conducted in respect to the proposed closure of Sheffield School. In particular, the Council has discussed the possible impact on the programming as it presently exists at Seaton, if the primary classes from Sheffield are relocated to Seaton. This report is based on the opinion of the Council *that programming at Seaton or Sheffield Schools must not be negatively affected by this relocation. It is the opinion of the School Council that the relocation of the Sheffield primary students to Seaton will create an impact of programming which contradicts the Board's ideal model for its JK to eight schools.*

Programming has been discussed in terms of how this may be affected when all fourteen classrooms at Seaton are fully occupied by the fourteen classes of Junior Kindergarten to Grade eight students. There are presently fourteen classes combined in Seaton and Sheffield Schools. This tally, therefore, does not consider the Ministry's proposal of full time all day kindergarten or an increase in enrolment.

In addition, the Council has not included the use of portables. The Board has indicated that it wishes to eliminate the use of portables.

SPECIALLY DESIGNED AND EQUIPPED ROOMS

Since all classrooms will be used on a daily basis, specially designed or equipped rooms will only be accessible if scheduling permits. This excludes the computer room which will only be used for computer classes. These 'special' rooms include, **French, Music, Art, Science, Family Studies, Design and Technology and Drama.**

In order to continue with the fine programming at Seaton; and to possibly improve upon it, we believe that students and teachers should be permitted to use the specialty rooms indicated above. Even though the Family Studies and Design and Technology programs have been discontinued by the Board, use of the equipment in these rooms is advantageous to cross curriculum programming.

FRENCH AND MUSIC

French and music teachers will be required to teach "A La Cart" which is by far a less than ideal way to teach. It eliminates the use of a well stocked and visually stimulating classroom. Music equipment is difficult to transport and can be damaged. Storage of musical instruments in a regular classroom makes classroom management more difficult and only with complicated scheduling, will the music storage classroom be accessible.

ART

Seaton has a fully equipped art room which permits the use and storage of art materials in one location for all classes. Projects can be stored; clean up and the use of 'messy'

materials do not conflict with regular classroom uses. Art can be displayed for students and parents. The worktables are conducive to layout of projects which require extra work space. Seaton previously held art classes in this room everyday of a six day schedule for classes three to eight with a full time art teacher.

SCIENCE

Seaton has a classroom which is also a fully equipped laboratory. This subject can not be taught "A La Cart", therefore, science teachers will be required to teach subjects which will allow them to be out of the science room only when science classes are not taught. They will also need to teach classes which can be accommodated in the computer room or the gym since these will be the only rooms free.

FAMILY STUDIES AND DESIGN AND TECHNOLOGY

Similarly, as with science, Family Studies and Design and Technology can not be taught "A La Cart". It is believed that if the facilities in these rooms are not used on somewhat of a regular basis, they will be dismantled. These rooms can be used for cross curriculum activities. Full time use of these rooms as regular classrooms, prohibits their uses for which they were intended and which are still beneficial to programming. Seaton staff wish to incorporate these two programs wherever and whenever possible, now that the full time programs have been discontinued.

DRAMA

The Ministry of Education requires adherence to a new Drama curriculum. Due to the level of activity and the large group setting, a room which is not used as a regular classroom is preferred for drama. Small groups within a class may be required to practice or rehearse which can make it difficult to watch how the host classroom facilities are being respected.

SPECIAL NEEDS CLASSES

The present use and scheduling of resource and learning centre classes would be carried out as they now are at Seaton.

VOLUNTEER SPACE

Sheffield School is supported by a large group of parent and community volunteers. If all rooms are occupied, it would be difficult for these vital helpers to assist the children in a quiet and safe place.

SUMMARY

In summary, the programming at Dr. John Seaton will be adversely affected to the point that all specialized programs will be dismantled. This completely contradicts the Board's ideal model for its JK to Grade 8 schools. The flexibility in programming will be greatly hampered with extremely tight scheduling for the use of the specialized classrooms, library, computer lab and gymnasium.

In addition to the impact on programming at Seaton with the introduction of primary students from Sheffield, there is concern regarding other activities in the school.

WASHROOMS

Assuming that the JK/SK classes will have their own separate washrooms, there is still a major concern for health and safety for all other students who would be using the existing washrooms. Grade one to eight would be using the two washrooms at the northern end of the school. There are presently four urinals, and four stalls in the boys' washroom and eight stalls in the girls' facility. Cleaning, maintenance and supervision is often a concern, presently, with the existing student body. This concern can only increase with fifty new students, all of whom are under the age eight. Supervision will be a major concern with primary students using the washrooms during class time.

In order to accommodate fifty new students requiring lockers, these units will need to be installed on the wall facing the washrooms. This will cause crowding and confusion in this location during entry, recess, breaks, lunch and dismissal.

LUNCH ROOMS

At present, grades five to eight use the gym as a lunchroom. Tables are brought down from the walls and the canteen is made accessible to the students. Supervision, and clean up is well managed at present. The provision of forty uninterrupted minutes of lunchtime for each teacher is made. Grades three and four eat in their rooms with one teacher supervising the two neighbouring rooms.

If the primary students eat in their rooms, teacher supervision would need to be increased. Lunchroom monitors may be older students, however, this is a high demand duty and it may not be safe to rely on students to carry out this responsibility. Due to the flexible scheduling at Sheffield, the teachers supervise their own students each day at lunch. Coverage is then provided by a Seaton teacher who travels to Sheffield for recess duty, music, physical education and learning resource.

If the primary students eat in the gym, lunch periods would need to be staggered. This impacts on supervision schedules and the required lunchtime allotted to teachers each day. The day would need to be lengthened, as well.

Use of the gym for another lunch period would decrease the time that the gym would be available to accommodate the increased demand for physical education classes.

BUSSING

Twice a day, eleven busses circle the building at Seaton. Children exit from the four sets of side doors, as well as, from the front doors. It is a very busy time and since students are in grades three to eight, there have been no safety problems with disembarking or loading. However, there is major concern regarding the introduction of children aged three to eight years into this situation. An additional concern exists with the pick up of

children by parents at the end of school day, since there is no parking which would allow movement of children directly from the building to the cars without passing between the convoy of busses.

11(a)4

CONCLUSION

The School Council believes that the introduction of all of the primary classes into the Seaton setting will be detrimental to the health, safety and learning of all students. The following motion has therefore been passed:

That the Sheffield/Seaton School Council support the continued operation of Sheffield School as the primary facility for the Sheffield/Seaton School Unit.

Moved: *Gary Lloyd* Seconded: *Linda Shantz* Vote: *Unanimous*

Date: *February 5, 2001*

CAB ON HW 26

A33B

2001

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

SPECIAL MEETING OF THE
BUSINESS COMMITTEE

URBAN MUNICIPAL

Monday, March 19, 2001

APR 04 2001

6:00 p.m.

A G E N D A

GOVERNMENT DOCUMENTS 6:00 p.m.

- | | | | | |
|------|-----|--|--|------------|
| 6:00 | 1. | Call to Order | | L. Orban |
| | 2. | Approval of Agenda | | |
| 6:05 | 3. | Presentation: Chappel East/West School Closure Review Committee (South Mountain) | Burkholder
Ryckman's Corners
Thornbrae | P. Gillie |
| 6:40 | 4. | Presentation: DeWitt School Closure Review Committee Lower Stoney Creek | Mountain View | K. Croxall |
| 7:15 | 5. | Presentation: Gatestone School Closure Review Committee (Upper Stoney Creek) | Parkwood | K. Croxall |
| 7:45 | 6. | Break | | |
| 7:55 | 7. | Presentation: Meadowlands School Closure Review Committee (Ancaster) | Maple Lane
Grange | K. Bain |
| 8:30 | 8. | Presentation: Sanford School Closure Review Committee (Lower City) | Gibson
Robert Land
Sanford | C. Reid |
| 9:05 | 9. | Presentation: Templemead School Closure Review Committee (South Mountain) | Fernwood
Peace Memorial | P. Gillie |
| 9:40 | 10. | Report re Elementary (Type 1 Schools) School Closure Review | | M. Matier |
| | 11. | Discussion and Action re Chappel East/West (South Mountain) | | |
| | 12. | Discussion and Action re DeWitt (Lower Stoney Creek) | | |
| | 13. | Discussion and Action re Gatestone (Upper Stoney Creek) | | |
| | 14. | Discussion and Action re Meadowlands (Ancaster) | | |
| | 15. | Discussion and Action re Sanford (Lower City) | | |
| | 16. | Discussion and Action re Templemead (South Mountain) | | |

TO: The Business Committee of the Board
FROM: Chappel East/Chappel West School Closure Review Committee
RE: Report of the School Closure Review Committee

RECOMMENDATIONS:

- 1.) Thornbrae, Burkholder and Ryckman's Corners be closed after all the schools involved (new and receiving - Franklin Road, Lawfield, Vern Ames, Lincoln Alexander and a new school south of Highway 53) are upgraded and or expanded to accommodate the respective student populations, the readiness of which to be determined with the collaboration of a stakeholder group reviewing the criteria developed.
- 2.) The students residing west of Upper James and currently attending Ryckman's Corners be moved to R. A. Riddell and James McDonald Schools according to boundaries.
- 3.) The students east of Upper James should be bused to an appropriate school south of the Lincoln Alexander Parkway, which would give them consistency until the new school is built.
- 4.) The students east of Upper James attend the new school as soon as it is built

RATIONALE:

The Committee met six times to review the recommendation of the Report of the Board on the Renewal of School Facilities. The Chappel East/West Committee was specifically reviewing the recommended closure of Thornbrae School, Burkholder Middle School and Ryckman's Corners in association with the construction of a new JK-8 elementary school south of Rymal Road at Upper Wentworth. The following schools likely to be most impacted were included on the Review Committee: Franklin Road, Vern Ames, Lawfield. The member participants of the Committee and meeting dates are attached in Appendix B.

The Committee used basic ideas about the future direction for schools in the Hamilton-Wentworth District School Board presented by the Director at the initial meeting of all Review Committees on June 5, 2000.

The Committee studied several areas in accordance with the School Closure Policy of the Board. As a result of the deliberations of the Committee including consideration of presentations made by members of the community the School Closure Committee for Chappel East/West makes its recommendations for the following reasons:

- 1.) The identified schools can't be closed without having sites ready to receive them. An improved educational experience for students can't be provided in inferior educational settings.
- 2.) Upper James (Highway 6) was used as a boundary line because it is the boundary for wards 7 and 8. Crossing Upper James is a major safety concern because it forms an extremely busy intersection with Highway 53.
- 3.) Consistency...Students should not be required to make more than one move prior to the move to the new school.
- b.) We would like our students east of Upper James to be moved to a school on the mountain south of the Lincoln Alexander Parkway. The Lincoln Alexander Parkway is a natural boundary and such a move keeps the children in close proximity to their homes.
- 4.) The students east of Upper James will be in the new school catchment area, and it will eliminate extraneous busing.

Attached to this Report is an outline of the matters concerning the schools reviewed. (Appendix A)

SUMMARY OF MAIN CONCERNS

The following outline summarizes the main points of concern from the study of the proposed closures in this area of the School Board. The impact chart that follows this section itemizes specific requirements for individual schools in the study area. Not all schools are cited under each area of consideration as not all requirements apply to each individual school.

Program:

- The organization of schools must enhance and support the delivery of quality programming for curricular and co-curricular activities.
- The integrity of program must be maintained for students JK to 8
- Facilities must be upgraded and materials and resources supplemented in order to maintain the quality of the program for all grades

Enrolment:

- Schools need to be of adequate size so as to support and enhance quality program delivery of curricular and co-curricular activities. Student populations of between 500 and 600 pupils make the most efficient use of the Ministry of Education Funding Model. (eg. Middle School Program needs - more teachers per grade, specialist teachers such as Instrumental Music, science labs)
- Catchment areas should be defined based on projections (past, present and future census data) and predictions should meet the school capacity, not exceed it.

Catchment:

- Catchment areas need to be drawn so as to provide an adequate number of students with a maximum number of walking pupils. (see recommended catchments Appendix C)
- Safety of students walking to and from school must be considered. (after school programs become possible)

Facility Condition:

- Understanding that Ryckmans Corners, Thornbrae and Burkholder will close; Vern Ames, Franklin Road, Lawfield and Lincoln Alexander need improvements and/or expansions made to their buildings to support the increased and/or continued population.
- Improvements to the school plant must be completed before the shifts in population occur.
- Facility renewals and changes to physical plants need to take place well in advance of realignment from JK-5 to JK -8. (ie. begin construction 2 years prior to the moves)

Effects on Staffing:

- The process for staffing needs to be determined well in advance before moves occur.
- Consideration should be given to the recommendation that current staff needs to be redeployed to the schools with the relocated students in order to assist with the transition and for continuity for students
- Sufficient staff needs to be allocated to deliver program and maintain the building (teaching, custodial, support, administration) to address increased enrolment.

Traffic and Transportation Impact:

- Sufficient safeguards need to be put in place to protect the increased number of students who need to walk. (eg. crossing guards, crosswalks, stop signs)

Financial Impact Data:

- Facilities Renewal Dollars need to be reallocated to schools to become JK -8
- Money saved on school closure should be shifted to assist with offsetting costs of facility renewal.
- School Closure reduces open pupils spaces and the result needs to be dollars from the Ministry to address the pupil spaces that remain and are effectively subscribed to capacity

AREA OF CONSIDERATION	IMPACTS, REQUIREMENTS AND SOLUTIONS
<p>Program</p>	<p><u>GENERAL</u></p> <ul style="list-style-type: none"> • must maintain programs • after school programs possible since bussing eliminated • D.T./F.S. (not permanent) • Instrumental Music • ESL program maintained <ul style="list-style-type: none"> - possibly need full time - resident program • More teachers at each grade to plan and share • More uniform starting / ending times across district <p><u>SPECIFICS TO COMMUNITIES</u></p> <p><u>Lawfield</u></p> <ul style="list-style-type: none"> • Teaming at Lawfield - "middle school supports this • also walkers - parent council partner - student partner • extra curricular <p>Pros - flexibility of timetabling</p> <ul style="list-style-type: none"> • Need to upgrade Science Lab etc. • Program materials (gym mats / textbooks, etc.) can be brought over • Additional computers needed <p><u>Burkholder</u></p> <p>If Burkholder Closes - more normal school hours for students, if not, Co-curricular activities are limited</p> <p><u>Concern</u> - middle school large enough to support range of programs</p> <ul style="list-style-type: none"> - Timetable becomes increasingly stretched - 8 day cycle <p><u>Ryckman's Corners</u></p> <p><u>Pros</u></p> <ul style="list-style-type: none"> - Library - Gym - more gym time - Full time French - Music teacher - More uniform starting / ending times - JK-8 - little ones modify behaviour of older kids - More cross grade - Gr. 7/8 can help with lunch, sports - More flexibility placing students in classes - more teachers mean shared responsibilities for duties

AREA OF CONSIDERATION	IMPACTS, REQUIREMENTS AND SOLUTIONS
Enrolment	<ul style="list-style-type: none"> Appears to stabilize at current capacity levels if boundary / bus changes are made concurrently <p><u>Lawfield</u></p> <ul style="list-style-type: none"> dispersed to several sites potentially fewer students would move in from closures than new walkers from Thornbrae overall population would be slightly less than current get rid of portable <p><u>Franklin Road</u></p> <ul style="list-style-type: none"> MRC is 505 for Franklin Road School If Burkholder closes and students are not bussed to Franklin, all students are walkers and enrollment would be approximately 500 If catchment area changes, will grandfathering be allowed? <p><u>Burkholder</u></p> <ul style="list-style-type: none"> Provided projections look reasonable Redistributing Burkholder students may lead to a more focused, more consistent community expectations / vision etc. <p><u>Ryckman's Corners</u></p> <ul style="list-style-type: none"> Enrolment rising with new subdivision starting 1 block away - already <u>112.6%</u> <p><u>Thornbrae</u></p> <ul style="list-style-type: none"> student population would remain relatively stable, however there may be inclusion of Grade 5's in the Lawfield building <p>i.e.</p> <ul style="list-style-type: none"> Vern Ames JK-4 - Ministry Capacity 302 Lawfield 5-8 - Ministry Capacity 327.5

SCHOOL	GRADE	CURRENT ENROL	MRC	F.T.E. ENROL VS.CAP %	# STUDENTS TRANSPORTED	%AGE TRANSPORTED	PROJECTED NEW ENROLMENT
LAWFIELD	6-8	353	327.5	107.8%	131	37%	477
FRANKLIN	JK-5	352.5	494.5	71.3%	77	19%	288
BURKHOLDER	6-8	370	266	139.1%	161	44%	CLOSE
RYCKMAN'S	JK-5	170.5	147	116 %	98	49%	CLOSE
THORNBRAE	JK-5	287.5	231.5	124.2%	224	70%	CLOSE
VERN AMES	JK-5	283.5	302	93.9%	137	42%	271

Catchment - Boundary	<ul style="list-style-type: none"> given the closures mentioned, almost as many would leave Vern Ames as new ones walking from Thornbrae parents of Vern Ames would all live in area and therefore, hopefully feel part of school (more than current) James Macdonald becomes K to 8 and children currently attending James Macdonald and Ryckmans could attend. Attached maps describe proposed new catchments – Appendix C
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AREA OF CONSIDERATION	IMPACTS, REQUIREMENTS AND SOLUTIONS
Facility Condition	<p><u>MAIN POINTS</u></p> <ul style="list-style-type: none"> • Facilities must be made ready before students are moved • An implementation team would assist in the process of preparation and transition <p><u>SPECIFICS TO COMMUNITIES</u></p> <p><u>If Thornbrae closes, Vern Ames needs:</u></p> <ul style="list-style-type: none"> • Walls in pods - soundproof • (New carpeting) new tiles • larger space for library and computer lab. • Playground leveled for drainage • Expanded tarmac play area • Increased storage space • More lockers • Furniture and supplies <p><u>Lawfield:</u></p> <ul style="list-style-type: none"> • Updated or new gym - change facilities, storage • Yard improvements - shade, sport needs • Facility renewal - windows, storage etc. • Stage ready to be used for productions • Larger instrumental music facility • Further air conditioning, better air flow in offices and classrooms • Improved computer lab. • Expansion of library collection <p><u>Franklin Road - Middle School Retrofitting</u></p> <ul style="list-style-type: none"> • Another gym / Storage for gym equipment / change Rooms • Library - update wiring to allow banks of computers • Student washroom upgrading • Windows - upgrading/replacing • Roof, air conditioning • Upgrade computers • Parking lot • Wiring in classrooms and internet access • Science labs for middle school • Lockers • Possible relocation of Special Ed. classes • Funds re: classroom resources and library • Playground activities - basketball, upgrade baseball diamond • Instrumental music room <p><u>Lincoln Alexander:</u></p> <ul style="list-style-type: none"> • Addition of middle school wing • Outside playing field? <p><u>New School:</u></p> <ul style="list-style-type: none"> • Built to support Ontario Curriculum and in line with current standard of Board for new schools

AREA OF CONSIDERATION	REQUIREMENTS AND SOLUTIONS
Effects on staffing	<p><i>MAIN POINTS</i></p> <p>How staff will be deployed needs to be addressed. Continuity for students needs to be considered. Appropriate Levels of staffing for enrolment and school organization</p> <ul style="list-style-type: none"> • Increased secretarial staff is needed for larger enrolment and school organization • If adding "portapacs" - may need more cleaners • Crossing guards to cross at Upper Sherman and Limeridge • No bussing - after school activities possible • Fewer part time administrators • Increased secretarial support • Specialized teachers (music, gym) • Better chance of more ESL/LRTs • Need mix of staff (age, experience) • Postings • To keep continuity for students staff should be transferred to schools of students • Placement process for all staff <ul style="list-style-type: none"> - known ahead • avoid "doomed school" scenario, no one will want to come to our school until school actually closes • Ensure program viability for all new middle school sites <ul style="list-style-type: none"> - sufficient student numbers long term - sufficient staffing for program offerings (instrumental music, guidance, computer etc.) • better communication between and among teachers of different divisions - closer ties - peer leadership ie. Reading buddies • Burkholder staff to Franklin • Positions posted as per Collective Agreement • Additional staff - secretary, V.P., caretaking staff • Guidance counselors for middle school • Range in staffing to promote good programming

AREA OF CONSIDERATION	REQUIREMENTS AND SOLUTIONS
Traffic and Transportation Impact	<ul style="list-style-type: none"> • Traffic patterns • Crossing guards on Upper Sherman necessary • Fewer students may need to stay for lunch • Consider major arteries • Eliminate need for bussing current Burkholder population • GOAL: walkers cross only one major artery. Crossing guards, stoplights can be focused at specific locations • All students would be within walking distance • This has a number of advantages including: later start time, easier availability of after school activities for students , more accessible to parents • Don't recommend that students cross Fennell or Mohawk to get to school (cross E/W only - no N/S crossing) - main roads • • Safety <ul style="list-style-type: none"> - walking students crossing main thoroughfares <p>Examples:</p> <ul style="list-style-type: none"> - need to cross Sherman to go to Vern Ames - south of Limeridge, between Upper Sherman and Upper Wentworth and north of Rymal - if attending new school - must cross Rymal Road
Financial Impact Data	<ul style="list-style-type: none"> • Since Vern Ames population would be the same little impact on operation, however walls are needed to modify open concept • Savings incurred when Burkholder is closed - can be applied to Franklin Road for example to gym upgrade <p>If Burkholder not closed:</p> <ul style="list-style-type: none"> - New gym - Continue bussing of over 200 students (60%) - Continuing high maintenance

REPORT OF THE CHAPPEL EAST/WEST SCHOOL CLOSURE REVIEW COMMITTEE

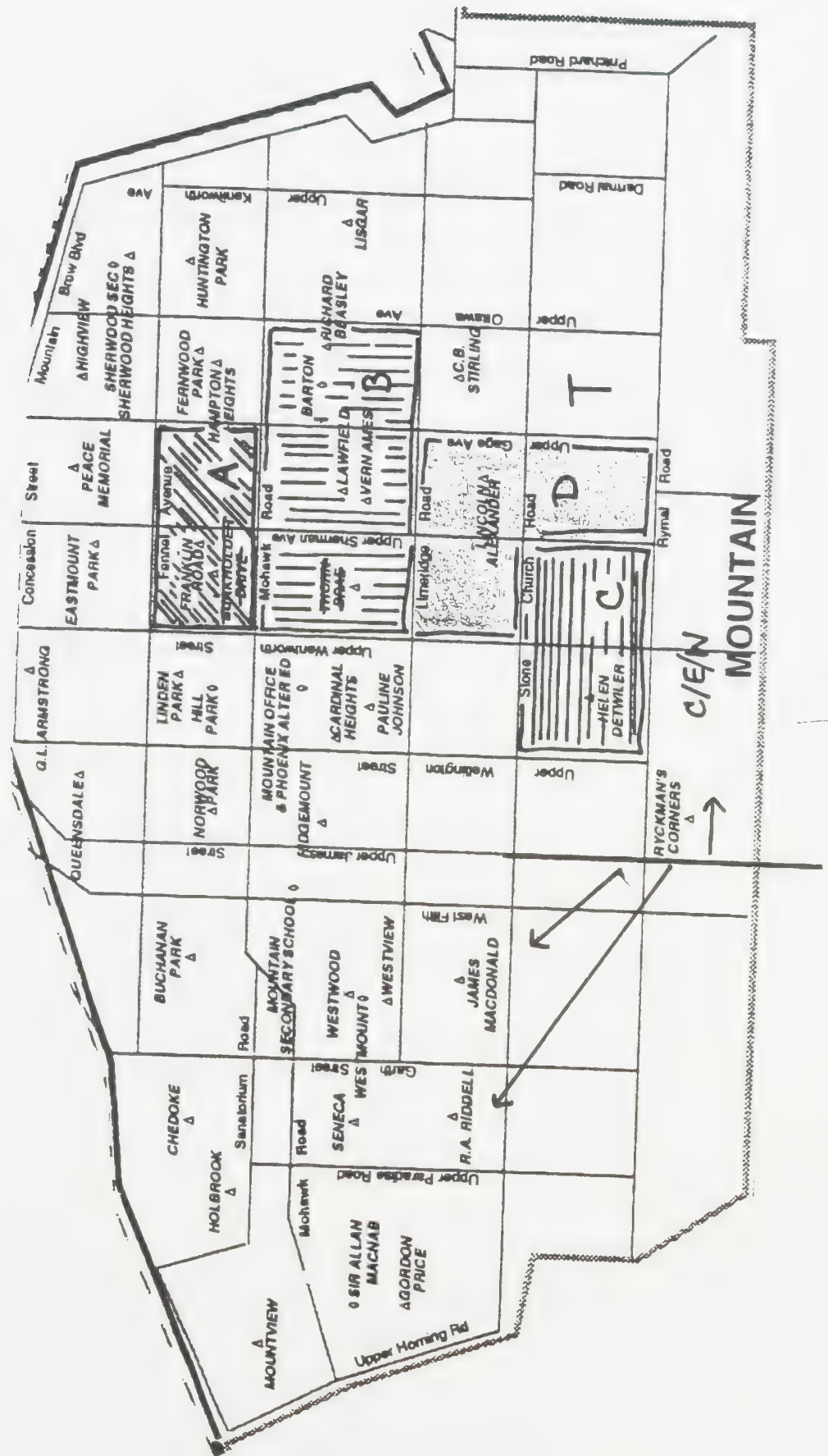
Member Participants:

SCHOOL	NAME	POSITION
Burkholder	Angela Brown	Secretary
	Phil Morgan	Principal
	Rick Pagett	School Council
	Jane Longmate	Teacher
	Donna Auger	School Council
Ryckman's Corners	Dino Caruso	Teacher
	Ed Grodecki	Principal
	Doug Lenz	Vice-Principal
	Za Mazza	Vice-Principal
	Sheila Gray McCutcheon	School Council Chair
	Tracy Sherriff	School Council
	Lillian Remani	Parent Council
Thornbrae	Lin Hart	Principal
	Barbara MacLeod	Teacher
	John Milner	School Council
	Teresa Giglia	School Council Co-Chair
Franklin Road	Emma Begert	Teacher Rep. /School Council
	Keri Peters	Teacher Rep.
	Lisa Neale	Teacher Rep.
	Lillian Somerville	Principal
	Carol Faulkner	School Council
	Ingrid Hoehne	School Council
	Harry Hoehne	School Council
	Donna Auger	School Council
	Arlene Young	Parent
Vern Ames	Janine Farrow	
	Wendy Ryckman	School Council
	Maureen Woods	School Council
	Dianne Triggs	School Council
	Carol Campanella	Principal
	Sandra Santinon	Teacher Rep/School Council
Lawfield	Colleen Ling	
	Marilyn Forster	Principal
Other	Dave Johnman	Vice-Principal
	Lillian Orban	Trustee - Ward 7
	Pat Gillie	Superintendent
	Nora Campbell	Superintendent
	Cherie Marsh	James MacDonald School Council

MEETING DATES:

Meeting Number	Date	Time
1	June 5, 2000	
2	September 25, 2000	7:00 - 9:00 p.m.
3	October 10, 2000	7:00 - 9:00 p.m.
4	October 23, 2000	6:30 - 9:30 p.m.
5	January 16, 2001	7:00 - 9:00 p.m.
6	January 23, 2001	7:00 - 9:00 p.m.

	A	Franklin Road , K - 8
	B	Vern Ames, K - 5, Lawfield 6,7,8 , Richard Beasley, K-5
	C	Helen Detwiler, K-5
	D	Lincoln Alexander K-8
	C/E/W	New Chappel East/West School
	T	New Templemead School



#4

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

MEMORANDUM

TO: Members of the Business Committee

FROM: Dewitt School Closure Review Committee

DATE: March 3, 2001

SUBJECT: ***REPORT OF THE DEWITT SCHOOL CLOSURE REVIEW COMMITTEE***

COMMITTEE RECOMMENDATIONS

1. That the Hamilton-Wentworth District School Board build a new school in the Dewitt / Fruitland corridor area while keeping Mountain View School open.
2. That Mountain View School be removed from consideration for closure at the present time.

BACKGROUND

Committee Membership:

Chair: Kryss Croxall, Superintendent of Education

Trustee: Janice Dewar/Robert Barlow

CUPE: Vince Bennish

Non-Parent Ratepayer: Jack Duncan/Maria Pearson

Mountain View: Janis Blimkie (administration), Errin Dawson (teaching staff),
Sherril Popovic/Tammy Hillman (School Council/Parent reps)

R.L. Hyslop: Sue Banks/Adrienne Fasullo (administration), Gayle Gowling (teaching staff),
Sam Sicurella (School Council/parent rep)

Green Acres: Deb Chabot (administration), Linda Morrison (teaching staff),
Lori Raudnask/Margaret Heyens (School Council/parent reps)

The committee met on the following occasions:

- September 18, 2000 - Mountain View
- October 3, 2000 - Green Acres
- October 16, 2000 - Mountain View (Presentations)
- December 4, 2000 - Green Acres
- January 8, 2001 - Mountain View

At the October 16 session slated for presentations and public input, several parents attended the meeting as observers. One letter from B.J. Hough Brendon and D.S. Brendon was received.

The committee reached its conclusions by consensus.

RATIONALE FOR RECOMMENDATION #1

A new school in lower Stoney Creek has been envisioned for many years and has been included in former Wentworth County capital plans as a need.

The population growth in east lower Stoney Creek and along the lake due to new developments warrants an additional school in the near future to reduce pressure on Winona (the most easterly school in the area) as well as Mountain View. Both Winona and Mountain View already have portables (Winona has a portapack and a portable, while Mountain View has a portapack).

Boundary redistribution in the western end of lower Stoney Creek, particularly involving Green Acres and R.L. Hyslop, is necessary to handle high student population in the Lake Avenue area. This means that students currently bussed to Green Acres and R.L. Hyslop from the Dewitt area will require accommodation in another school facility, preferably in their local community to reduce transportation. There are already approximately 300 students at R.L. Hyslop and Green Acres from the Dewitt area.

A large new JK to 8 school with modern facilities in the Dewitt / Fruitland corridor will help in the competition for students with the separate school board which has a number of newer facilities in the lower Stoney Creek area.

A more complete outline of the rationale is included in the Options sheets, particularly Option #1 (attached).

RATIONALE FOR RECOMMENDATION #2

Redistribution of all the current Mountain View students to neighbouring schools, including the new facility, would likely overcrowd these schools and result in inferior conditions for education in comparison to what exists already at Mountain View unless costly capital improvements (such as additions) are made to schools such as Memorial, Collegiate and Eastdale. Moving some of the Mountain View population to the new Dewitt school would allow Mountain View the space to offer special education programs and classes - something that has not been possible for many years.

Development information provided by the City of Stoney Creek shows that over the next decade there will be much new development in lower Stoney Creek (approximately 3000 units); Maria Pearson, Stoney Creek Councillor and chair of the Planning Committee, indicated that the Board would eventually need at least two new schools in the area. It seems, therefore, impractical to close a well-functioning school that can accommodate 350 to 400 students when financing for one school in the area alone will be problematic.

A more complete outline of the rationale is included in the Options sheets (attached).

ADVICE SHOULD THE BOARD DECIDE TO CLOSE MOUNTAIN VIEW OR TO MAINTAIN MOUNTAIN VIEW

Catchments

The Committee feels that it is unreasonable to comment on proposed boundaries/catchments without a specific site for the new school and specific demographic information (as available through Baragar). However, the following general comments about school catchments can be made:

- the Winona catchment needs to be reduced by:
 - moving the west boundary line to Glover or Jones
 - including some Lakeshore students
- the enrolment congestion in the Lake Avenue/downtown Stoney Creek area needs to be addressed by:
 - expanding the R.L. Hyslop boundary northward and maintaining R.L. Hyslop as a JK to 6 school
 - Lake Avenue students living east of Battlefield Creek should attend Eastdale and Eastdale should be provided with an addition or portapack OR have the more easterly segment of its catchment area redirected to other schools
 - move the Lake Avenue boundary north from Queenston Road
 - move the Green Acres catchment boundary westward
- divide the Lakeshore students between two schools, not five as the proposed boundary shows
 - it is suggested that perhaps those east of Fruitland attend Winona while those west of Fruitland are directed to the new school
- ignore the pre-amalgamation boundaries (i.e. Centennial Parkway) to solve the Lake Avenue issue
- remove the choice of middle schools from Sir Isaac Brock students who are bussed from Eastdale area

- make sure that buses do not pass schools in order to get to destination schools
- consider the new Transportation policy and transportation reductions in determining new boundaries
- balance boundary lines more on an east/west basis rather than north/south one in order to accommodate the growing number of students in "neighbourhoods" as much as possible
- phase in boundary changes over five (5) years:
 - Year 1: relieve the overcrowding at Lake Avenue and Winona by changing catchment areas in the vicinity
 - within three years, review all the catchment areas given the latest demographic information
 - within 5 years, build the new school and revise boundaries accordingly

Effective Date of Closure

The Committee feels that a decision to close Mountain View should not be made at least until the new school is built and it can be determined if current enrolments and continuing population growth in lower Stoney Creek warrant maintaining or closing Mountain View. Since the Board does not even own a well-placed site for a new school in the area, it does not seem likely that a new school could be built in the near future (within three years).

Capital Projects to be considered

1. Purchase a site for the new Dewitt School and build it.
2. If maintaining Mountain View, pave the parking lot and renovate the DT room.
3. If closing Mountain View, provide capital additions to those schools to which Mountain View students are directed to ensure good educational facilities are available.
4. If closing other schools (e.g. Sir Isaac Brock) and revising boundaries, provide capital additions to affected schools (e.g. Eastdale) to accommodate students in facilities which support quality programming

OPTION # 1**Build a new school while keeping Mountain View open.**

PROGRAM IMPLICATIONS	<p>POSITIVES/ADVANTAGES</p> <ul style="list-style-type: none"> • Continues the 50-year tradition of the MountainView School community for excellence in academic and athletic programs • Provides more space for specialized programs with some low level renovations (e.g. DT room) – e.g. special art or music room • Provides a new modern facility with specialized areas for excellent program (e.g. gym, computer labs) for a growth area in the Dewitt corridor • Will increase the availability of space for special classes (students now bussed far away from home school) and ESL programming • Reduces pressure on Green Acres and R.L. Hyslop that could help serve the needs of the Lake Avenue overcrowding situation • Reduces pressure on Winona with an appropriate boundary redefinition to the east (need to look at proposed catchments) • Acts as a magnet to prevent students with choice from moving to the separate system's newer buildings <p>NEGATIVES/DISADVANTAGES</p> <ul style="list-style-type: none"> • Enrolment at Mountain View may decrease temporarily (with the new catchment area for Dewitt) and this may impact on maintaining specialty teachers (art, music, FSL, physical education) and excellent programs at Mountain View • Possibly more combined classes if enrolment decreases
FACILITY CONDITION INDEX	<p>POSITIVES/ADVANTAGES</p> <ul style="list-style-type: none"> • Mountain View School is in good condition. A number of large ticket items have been done already. • Operating costs for Mountain View are in line with the norm. • The portapack at Mountain View will be in good shape for 15 years at least or longer. • In conjunction with the new school, Mountain View will provide a good facility for expanding Stoney Creek enrolment <p>NEGATIVES/DISADVANTAGES</p> <ul style="list-style-type: none"> • There will be two schools the Board will have to support with operating costs although enrolment will probably justify the cost
SCHOOL ENROLMENT PROJECTIONS	<p>POSITIVES/ADVANTAGES</p> <ul style="list-style-type: none"> • Sufficient new housing is underway to maintain both schools and keep them full with the right boundary redefinition • Appropriate catchment changes could benefit all schools and reduce bussing <p>NEGATIVES/DISADVANTAGES</p> <ul style="list-style-type: none"> • Although we know that approximately 3000 units will be built in the area over the next 10 years, there is no firm indication of timeline. However, given the known pattern of development in Stoney Creek, some of these homes should be built by the time that a new school opens
FINANCIAL IMPACT	<p>POSITIVES/ADVANTAGES</p> <ul style="list-style-type: none"> • Given the projections for growth over the next 10 years, the Board will not have to build two new schools, just one, if Mountain View remains open • Will reduce the cost of bussing students to Green Acres and R.L. Hyslop <p>NEGATIVES/DISADVANTAGES</p> <ul style="list-style-type: none"> • A reduction in the Board's inventory of pupil places does not occur and this will impact available new school funding. • The cost of a new school would have to be found within Board finances (\$7.5 million depending on cost of land) without any funding from the sale of a school property. • The administrative (including secretarial and custodial costs) as well as maintenance costs for two buildings will have to be carried by the Board. Resources may be spread thinner.

OPTION # 1	Build a new school while keeping Mountain View open.
SCHOOL ATTENDANCE AREAS	<p>POSITIVES/ADVANTAGES</p> <ul style="list-style-type: none"> • Would allow the new school to move its catchment boundary further east to relieve pressure on Winona • Would accommodate the increased population that will be coming from the Titan area • Mountain View would be able to accommodate an additional 60 - 90 students from other areas <p>NEGATIVES/DISADVANTAGES</p> <ul style="list-style-type: none"> • Unless there is a major boundary re-definition, R.L. Hyslop will lose most of its population. A boundary redefinition for Green Acres and R.L. Hyslop to handle Lake Avenue overcrowding on a stable basis is necessary.
CAPITAL NEEDS OF PARTNER SCHOOLS	<p>POSITIVES/ADVANTAGES</p> <ul style="list-style-type: none"> • Limited or few capital needs for other schools due to the space availability in keeping Mountain View open <p>NEGATIVES/DISADVANTAGES</p> <ul style="list-style-type: none"> • If R.L. Hyslop is to become a K-8 school there will be capital needs for this primary/junior school even though the population will be small
STAFFING IMPACT	<p>POSITIVES/ADVANTAGES</p> <ul style="list-style-type: none"> • Since classroom staffing is driven by pupil numbers, there would be the required number of teachers on a 24.5:1 ratio <p>NEGATIVES/DISADVANTAGES</p> <ul style="list-style-type: none"> • Adding to our number of school buildings while maintaining Mountain View may have a negative impact overall with proportional cuts for secretarial, custodial and administrative staff with more buildings. • A smaller population in each remaining building might mean more part-time and travelling staff, particularly teaching staff, and potentially more twinned schools
TRANSPORTATION IMPACT	<p>POSITIVES/ADVANTAGES</p> <ul style="list-style-type: none"> • Since the school site has not been determined we cannot comment on transportation although there is a possibility that the numbers of transported students may decrease with a new school in the Dewitt area (more walkers) <p>NEGATIVES/DISADVANTAGES</p> <ul style="list-style-type: none"> • The proposed catchments look like they will increase transportation for schools that do not have much transportation now (e.g. Collegiate, Memorial) • There are also safety issues (i.e. crossing major arterial roads) in the north/south orientation of catchments • Since there is no school site determined for Dewitt we cannot comment on the possible impact on transportation costs
OTHER SCHOOL USES	<p>POSITIVES/ADVANTAGES</p> <ul style="list-style-type: none"> • Recreational uses for the community (e.g. Stoney Creek baseball) maintained at Mountain View and increased with a new school. • Community usage may increase due to the greater availability of space - e.g. day care/before and after school care/ Mohawk computer courses <p>NEGATIVES/DISADVANTAGES</p> <ul style="list-style-type: none"> • Increased community use at Mountain View may be a security issue (e.g. locks on doors, sections of the school cannot be cordoned off, custodial hours) and result in greater cost to the Board

OPTION # 1**Build a new school while keeping Mountain View open.****SOCIAL
ENVIRONMENT
IMPACT****POSITIVES/ADVANTAGES**

- Keeping Mountain View open would provide stability and continuity in the community, especially for the fairly large ESL population
- Would prevent land falling into the hands of developers and creating- greater density in an already built-up area
- Having a school in a light industrial area reduces vandalism
- Both neighbourhoods would have their own community schools to which students could walk (depending on the site of the new Dewitt school)

NEGATIVES/DISADVANTAGES

- The Mountain View population could be split (some going to the new school, some not)
- The redefinition of boundaries that would be necessary would impact on a number of schools in the area.

OPTION # 2	Build a new school while closing Mountain View.
PROGRAM IMPLICATIONS	<p>POSITIVES/ADVANTAGES</p> <ul style="list-style-type: none"> • By the time the new school opens, population will be in excess of 500 and this will mean at least two classes for every grade, the potential for specialist teachers in specially constructed facilities (e.g. instrumental music, art, computer labs/Information Technology area) • A school of this size will be able to offer athletic competition at a higher level (size) • Given the size of the school there will be increased funding (per pupil) to spend on program (especially important for fixed costs) • Depending on location, the new school may be able to offer more athletic and extra-curricular programs because students can walk to a new school in the middle of a large neighbourhood • Will increase the availability of space for special classes (students now bussed far away from home school) • A new school will act as a magnet to prevent students with choice from moving to the separate system's newer buildings • Reduces pressure on Green Acres and R.L. Hyslop (to deal with Lake Avenue overcrowding situation) and Winona (only school at extreme eastern end of Stoney Creek) <p>NEGATIVES/DISADVANTAGES</p> <ul style="list-style-type: none"> • More teacher contacts may mean less positive interactions for students • Since there is currently no site available, the Board may be forced to build on a small property. This would not compare with the large field available at Mountain View. If built adjoining a park, there would be no control re: parkland site. • Mountain View is not located in a prime residential area (light industrial) but there is little or no vandalism due to its location. This would not be true of a new school in a residential area • The new school could possibly be overcrowded from the start.
FACILITY CONDITION INDEX	<p>POSITIVES/ADVANTAGES</p> <ul style="list-style-type: none"> • The new school will be "state of the art" <p>NEGATIVES/DISADVANTAGES</p> <ul style="list-style-type: none"> • Mountain View is in good condition so that spending \$7 m to replace it while not providing additional accommodation for the expanding Stoney Creek population is not a good use of money
SCHOOL ENROLMENT PROJECTIONS	<p>POSITIVES/ADVANTAGES</p> <ul style="list-style-type: none"> • Sufficient new development has occurred and is occurring east of Dewitt to warrant a new school • Appropriate catchment changes will have to be handled carefully to avoid overcrowding the new school and to ensure that other schools have appropriate populations <p>NEGATIVES/DISADVANTAGES</p> <ul style="list-style-type: none"> • City Council figures show that approximately 3000 units will be built in the area over the next 10 years, (although there is no firm indication of timeline) so that closing Mountain View may not be a good decision if the new school and Winona are seriously overcrowded Winona is close to overcrowded now with a portapack and stand-alone portable yet more building is occurring in the area • Creates insecurity for community, parents and students (low morale, low support) and yet a new school may not be built for several years depending on funding

OPTION # 2**Build a new school while closing Mountain View.**

FINANCIAL IMPACT	<p>POSITIVES/ADVANTAGES</p> <ul style="list-style-type: none"> • Potentially there might be less administrative, operational and maintenance costs and higher efficiency in a new building. • A new school will reduce the cost of bussing students to Green Acres and R.L. Hyslop • A new school built as a replacement will not increase the number of pupil places in inventory • The value of land and building at Mountain View, if sold, would help defray the costs of construction. <p>NEGATIVES/DISADVANTAGES</p> <ul style="list-style-type: none"> • Does not recognize the investment already made at Mountain View (asbestos) and may reduce the level of maintenance if the building is on a closure list • Does not reduce pupil places (just trades them around) • Value of land and building at Mountain View, if sold, may not be high • May need to build on to Winona in the future to handle development
SCHOOL ATTENDANCE AREAS	<p>POSITIVES/ADVANTAGES</p> <ul style="list-style-type: none"> • No defined site for the school makes it difficult to judge the validity of the proposed attendance area for Dewitt <p>NEGATIVES/DISADVANTAGES</p> <ul style="list-style-type: none"> • The new school will be overflowing before being completed • No site is available now. A site may be difficult or costly to purchase • Not all Mountain View students will be going to the new school • The proposed new catchment areas may increase bussing • Does not deal with the Winona overcrowding issue - the boundary needs to move further east • The new JK-8 R.L. Hyslop as proposed is too small in terms of population (250+) and does not match the preferred vision of a school.
CAPITAL NEEDS OF PARTNER SCHOOLS	<p>POSITIVES/ADVANTAGES</p> <ul style="list-style-type: none"> • Would save further expenses in maintaining Mountain View <p>NEGATIVES/DISADVANTAGES</p> <ul style="list-style-type: none"> • Unless the catchment areas change, Winona will need an addition to handle its overcrowding • R.L. Hyslop will need changes as it becomes a JK-8 school rather than a JK-6 school • Green Acres will need portables or an addition if squeezed in both directions
STAFFING IMPACT	<ul style="list-style-type: none"> • Should be neutral i.e. trading one site for another
TRANSPORT- ATION IMPACT	<p>POSITIVES/ADVANTAGES</p> <ul style="list-style-type: none"> • Since we do not know the location for a new Dewitt school, we cannot comment to any great extent • Likely a reduction in bussing to Green Acres and R.L. Hyslop <p>NEGATIVES/DISADVANTAGES</p> <ul style="list-style-type: none"> • The proposed catchment areas running north/south would likely increase transportation for all schools in the area except for Green Acres and R.L. Hyslop • Increased bussing due to population density
OTHER SCHOOL USES	<p>POSITIVES/ADVANTAGES</p> <ul style="list-style-type: none"> • The new school might have a day care addition <p>NEGATIVES/DISADVANTAGES</p> <ul style="list-style-type: none"> • Basically there would be a trade of one school facility for another. However, a new site in Dewitt may not have the community usage for recreation (e.g. baseball) if the site is small
SOCIAL ENVIRONMENT IMPACT	<p>NEGATIVES/DISADVANTAGES</p> <ul style="list-style-type: none"> • The effect on school morale at Mountain View until new school is built may impair operations and hurt enrolment. • Readjustment of boundaries will be necessary; not all students of Mountain View will go to the new school

OPTION # 3 Don't build a new school and keep Mountain View open.	
PROGRAM IMPLICATIONS	<p>NEGATIVES/DISADVANTAGES</p> <ul style="list-style-type: none"> Mountain View is overcrowded – loses specialties, resource, ESL Aging of facilities overall in Stoney Creek is not addressed. Competition from separate schools (newer schools) increases.
FACILITY CONDITION INDEX	<p>POSITIVES/ADVANTAGES</p> <ul style="list-style-type: none"> Mountain View School is in good condition. A number of large ticket items have been done. Operating costs are in line with the norm The portapack will be in good shape for 15 years at least or longer <p>NEGATIVES/DISADVANTAGES</p> <ul style="list-style-type: none"> No new elementary facility in the area In the long term, past 10 years, things start to go again
SCHOOL ENROLMENT PROJECTIONS	<p>NEGATIVES/DISADVANTAGES</p> <ul style="list-style-type: none"> Unchanged boundaries may overload Green Acres, R.L. Hyslop and Winona The Board will lose students and funding due to our “aging” buildings competing with “newer” separate school buildings
FINANCIAL IMPACT	<p>POSITIVES/ADVANTAGES</p> <ul style="list-style-type: none"> Does not increase Board's inventory of spaces Savings from no new construction Board does not own any land in the area as yet <p>NEGATIVES/DISADVANTAGES</p> <ul style="list-style-type: none"> Funding loss from competition with separate school for students Additions and/or more portables will be required to handle population growth
SCHOOL ATTENDANCE AREAS	<p>POSITIVES/ADVANTAGES</p> <ul style="list-style-type: none"> Would allow more flexibility for changing boundaries in lower Stoney Creek <p>NEGATIVES/DISADVANTAGES</p> <ul style="list-style-type: none"> Does not address the population growth over the next 10 years Does not address the enrolment problems at Winona, R.L. Hyslop. Green Acres and Lake Avenue
CAPITAL NEEDS OF PARTNER SCHOOLS	<p>NEGATIVES/DISADVANTAGES</p> <ul style="list-style-type: none"> Portables and/or additions will be required for the increasing population - (e.g. Winona) Some schools cannot accommodate portables (e.g. R.L. Hyslop) or already have them (Mountain View already has a portapack which is more permanent than portables) Overcrowding of facilities may require additions for program needs (e.g. double gym)
STAFFING IMPACT	<ul style="list-style-type: none"> Status quo. Since classroom teacher numbers are driven by student enrolment, there should be no impact The distribution of staff remains the same (custodial, secretarial, administrative, etc.)
TRANSPORTATION IMPACT	<ul style="list-style-type: none"> Status quo. Areas that are currently being built up will likely require transportation anyway
OTHER SCHOOL USES	<p>POSITIVES/ADVANTAGES</p> <ul style="list-style-type: none"> No change since this is status quo <p>NEGATIVES/DISADVANTAGES</p> <ul style="list-style-type: none"> May be no change but increased enrolment and overdriven facilities may mean a reduced ability for the community to access school facilities
SOCIAL ENVIRONMENT IMPACT	<p>POSITIVES/ADVANTAGES</p> <ul style="list-style-type: none"> Mountain View community maintains its own school and connections. <p>NEGATIVES/DISADVANTAGES</p> <ul style="list-style-type: none"> Students from the Dewitt/ Fruitland area continue to be bussed from their own familiar environment/neighbourhood to a distant school

The Hamilton-Wentworth District School Board

MEMORANDUM

To: Members of the Business Committee
 From: Gatestone School Closure Review Committee
 Date: March 3, 2001
 Re: **REPORT OF THE GATESTONE SCHOOL CLOSURE REVIEW COMMITTEE**

RECOMMENDATIONS OF THE COMMITTEE

1. That the Hamilton-Wentworth District School Board build a new school at Gatestone while keeping Parkwood School open.
2. That during the design and construction of Gatestone, the Hamilton-Wentworth District School Board re-evaluate the Glanbrook enrolment to assess:
 - need for a new school in Binbrook;
 - potential closure of Parkwood and/or Bellmoore if a new school in Binbrook is built;
 - potential redistribution of Parkwood students.

BACKGROUND

Committee Membership:

Chair: Krys Croxall, Superintendent of Education
 Trustee: Bruce Wallace
 OSSTF-OCTU: Linda Cochlin (Parkwood)
 CUPE: Steve Tammi (Tapleystown)
 Non-parent Ratepayer: Myra James
 Parkwood: Janet Watt/John Kowarski (administration), Helen Piecuch/Ursula Vanderploeg (teaching staff), Tammy Nault/Cindy Murphy (School Council/parent reps)
 Bellmoore: Dave Rogers (administration), Shirley Enos (teaching staff), Ann Dunham/Alison Milmime (School Council/parent reps)
 Janet Lee: Val Stephens-Brockbank (administration), John Bradley (teaching staff), Keith Dunham/Maren Nimec (School Council/parent reps)
 Tapleystown: Diana Furry (administration), Lynne Smith (teaching staff), Deborah Horn/Lisa Muir (School Council/parent reps)

The Gatestone School Closure Review Committee met on the following occasions:

- September 19, 2000 at Janet Lee
- October 2, 2000 at Parkwood
- October 23, 2000 at Parkwood (Presentations)
- January 9, 2001 at Janet Lee
- January 23, 2001 at Parkwood
- January 29, 2001 at Tapleystown
- February 5, 2001 at Tapleystown

The Committee based its investigations and considerations on three possible options: building Gatestone while keeping Parkwood open, building Gatestone while closing Parkwood, or keeping Parkwood open and not building Gatestone.

On October 23, during the session for public input, presentations and letters were received from the following: Christine Crooks, Cynthia Nowe, Dave Mitchell, Mr. and Mrs. Bowden, Myra James, Cindy Glaw, Sue and Ken Posthumus, Janet McNeill, Kathy Dinney, Cindy Murphy, Esther McEvoy.

The Committee reached its decision by consensus.

RATIONALE FOR RECOMMENDATION #1

The Committee wishes to emphatically state that building a new school at Gatestone should be seen as an independent issue, separate from and not predicated on the closure of Parkwood or any other school facility.

A new school in upper Stoney Creek is a **critical** need for the Heritage Green community. All the schools in the area already have portapacks and portables (Billy Green, Mount Albion, Janet Lee and Tapleytown) and students are being bussed out of their neighbourhood in the Highland/Highway 20 and 53 area for school accommodation. The community does not see the option of bussing students out of their neighbourhood for school accommodation purposes as an appropriate long-term strategy.

The October 1999 figures show for Upper Stoney Creek schools, Janet Lee at 145%, Mount Albion at 153% and Tapleytown at 102% of the Ministry-rated capacity (class loadings at 25:1). The October 2000 figures indicate Janet Lee at 146%, Mount Albion at 163% and Tapleytown at 108% of the new Ministry capacity (24.5 as a classroom loading). Development is continuing to occur in the current Janet Lee catchment area and Janet Lee, in particular, is reaching a point at which the enrolment will seriously overfill the school and tax the facilities. Boundary redistribution in this area may rationalize but will **not** solve the problem of increasing enrolment; should there be a decision to build the Red Hill Creek Expressway, population growth will explode even more.

The separate board is building a new elementary school in the area and the HWDSB needs to compete for student enrolment with new school facilities of its own. Since provincial funding is tied to enrolment, maintaining and increasing student enrolment will benefit the whole board. Furthermore, a new school will increase the potential for offering quality educational programs in a JK-8 setting. The pressure on Janet Lee and Tapleytown would be reduced so that specialty rooms and special education classes could be offered to their student populations.

Transportation costs would decrease if a new school were built, as many of the current bussed students, both at Tapleytown and Janet Lee, would be able to walk to their new facility.

A new school at Gatestone would enhance community or neighbourhood spirit and would provide another facility for the community to access (for recreational programs, rentals, etc.). School playgrounds and tarvia are valued community "safety zones" for children to access for recreational activities.

A more complete outline of the rationale is included in the Options sheets, particularly Option #1 (attached).

RATIONALE FOR RECOMMENDATION #2

The Committee feels that Gatestone may not be opened for several years. Templemead is currently slated to be the next school constructed and the problem of financing new school construction, without Ministry funding, will take some time to resolve. At the earliest then, it is unlikely that Gatestone would open before September 2004. A great many variables and unknowns could have an impact during the next three years:

1. the speed and extent of development coming on line in the Binbrook area
2. the speed and extent of development coming on line in upper Stoney Creek
3. the impact of catchment change/re-definition.
4. a decision to build the Red Hill Expressway

Given these unknowns, the Committee feels that it cannot make a recommendation about Parkwood at this time, particularly not a recommendation for closure in light of the social/environmental impact of such a decision on the community. Community life and spirit in Glanbrook should not be disrupted to solve a problem in Upper Stoney Creek. Both communities want to keep their children secure in their own environments, close to their own familiar clubs, sports, church groups and friends but one should not be asked to sacrifice for the other unless the situation is definitive.

The Committee feels that it would be better during the period of Gatestone's design and construction, to re-evaluate the situation with actual rather than projected enrolment information. There would perhaps be a number of other options for consideration at that time, three of which have been listed in the recommendation. Development may grow so much in the Binbrook area that a new and larger JK-8 school should be built for that community as predicted in the Board's five to ten year estimates. Parkwood and possibly Bellmoore could be closed and the students directed to this new school facility for the Glanbrook area.

A more complete outline of the rationale is included in the Options sheets (attached).

ADVICE SHOULD THE BOARD DECIDE TO CLOSE PARKWOOD OR TO MAINTAIN PARKWOOD

Catchments

The Committee feels that it cannot comment to any great extent in regard to boundary re-definition except to note that they feel there may be considerable public concern with the proposed boundaries as outlined below:

- some students who live very close to Bellmoore being assigned to Tapleytown,
- the change in catchment with Bell-Stone from Trinity Church Road to Fletcher/Guyatt Road,
- the crossing of Stoney Creek/Glanbrook boundaries for school catchments,
- increased length of bus trips for younger students.

Capital Projects

- See Options

Effective Date of Closure:

- See Recommendation #2

OPTION # 1	Build a new school while keeping Parkwood open.
PROGRAM IMPLICATIONS	<p>POSITIVES/ADVANTAGES</p> <ul style="list-style-type: none"> ➤ A brand new school at Gatestone and the relatively new Janet Lee building provide excellent facilities for quality program offerings. ➤ Pressure on Janet Lee and Tapleystown is reduced so that specialty rooms and special education classes could be offered to their student populations ➤ Keeping Parkwood open maintains the atmosphere of a small JK to 6 school with good academic results where parents, staff and students all know each other well ➤ A reorganized Parkwood (primary/junior) and Bellmoore (junior/intermediate) could minimize split grades <p>NEGATIVES/DISADVANTAGES</p> <ul style="list-style-type: none"> ➤ Maintaining five schools (three of which would be under 500 student enrolment mark) would mean lower numbers in each school resulting in more split classes at all these schools ➤ The need for travelling teachers and half-time programs would continue in smaller schools
FACILITY CONDITION INDEX	<p>POSITIVES/ADVANTAGES</p> <ul style="list-style-type: none"> ➤ Having both the new Gatestone school and Parkwood building would increase the Board's ability to accommodate more children in areas of present and future growth ➤ There would be only reasonable capital costs in keeping Parkwood open. The capital needs identified fall in the category of regular maintenance repairs and are not needed for major safety or construction concerns
SCHOOL ENROLMENT PROJECTIONS	<p>POSITIVES/ADVANTAGES</p> <ul style="list-style-type: none"> ➤ Janet Lee and Gatestone would be large but not overcrowded schools. ➤ If the Red Hill Expressway is built and the moratorium on new developments ends, development will increase and necessitate more school spaces in upper Stoney Creek. This would mean the need for additional schools in the area ➤ Keeping Parkwood open accommodates future development in the Binbrook area that is not reflected in Board projections ➤ There will be rural schools available to accommodate the growth that will occur in the Binbrook rural area <p>NEGATIVES/DISADVANTAGES</p> <ul style="list-style-type: none"> ➤ There will be excess capacity if development in the Binbrook area does not occur for some time
FINANCIAL IMPACT	<p>POSITIVES/ADVANTAGES</p> <ul style="list-style-type: none"> ➤ The Board will retain or increase enrolment in the public school system rather than seeing students go to the separate system for their newer facilities. Since provincial funding is tied to enrolment, maintaining and increasing student enrolment benefits everyone ➤ Lower transportation costs will be realized with the increased number of walkers (to Gatestone) ➤ Potential revenue from rentals at Parkwood (e.g. daycare, adult training, recreational programming) <p>NEGATIVES/DISADVANTAGES</p> <ul style="list-style-type: none"> ➤ There would be additional administrative, operational and maintenance costs in keeping all five schools open (Bellmoore, Parkwood, Tapleystown, Janet Lee and Gatestone) ➤ There would be no reduction in the inventory of pupil places of the Board and therefore resources would be spread too thinly across the five schools and the Board in general. ➤ The cost of building a new school is approximately \$7.5 million but the board would have no savings (in terms of reduced operational costs from a closure) or income (in terms of sale of a closed building) to go towards the cost of the new facility ➤ Board funding would be depleted in maintaining and repairing a facility with low student enrolment (70-75% of capacity at present)
SCHOOL ATTENDANCE AREAS	<p>POSITIVES/ADVANTAGES</p> <ul style="list-style-type: none"> ➤ New catchment boundaries may impact on all area schools but there should be more walkers in the suburban schools and rural catchment areas could be designed to minimize long bus trips for young children ➤ Rural schools would serve the students in the communities they were built to serve ➤ If the Red Hill expressway is built, explosion in development will cause Janet Lee and the new Gatestone to be grossly over capacity. There would be a need for additional schools in the area and in the meantime the rural schools could absorb some overflow population

OPTION # 1	Build a new school while keeping Parkwood open.
CAPITAL NEEDS OF PARTNER SCHOOLS	<p>POSITIVES/ADVANTAGES</p> <ul style="list-style-type: none"> ➤ The new school would remove the need for major capital expenditures at other schools to accommodate growing population <p>NEGATIVES/DISADVANTAGES</p> <ul style="list-style-type: none"> ➤ Play structure at Parkwood needs some repairs
STAFFING IMPACT	<p>POSITIVES/ADVANTAGES</p> <ul style="list-style-type: none"> ➤ Present student: staff ratio at Parkwood is 13:1 (overall in the Board it is 12:1). Parkwood is an efficient operation in terms of staffing <p>NEGATIVES/DISADVANTAGES</p> <ul style="list-style-type: none"> ➤ There may continue to be split classes or the need to re-structure Bellmoore and Parkwood into a primary and junior/intermediate school unit until the development in Binbrook is well underway ➤ There may be continued part-time teachers and assignments as well ➤ Staffing five schools instead of four means spreading the administrative, custodial and secretarial staff more thinly with less time and attention available to each building
TRANSPORTATION IMPACT	<p>POSITIVES/ADVANTAGES</p> <ul style="list-style-type: none"> ➤ Bussing would be reduced at Janet Lee and for the students who would attend Gatestone (now at Janet Lee and Tapleystown). Overall the number of students being bussed would be reduced, thereby saving money ➤ There would still need to be bussing for Parkwood, Bellmoore and Tapleystown (these children would require bussing anyway) but route lengths would not be increased
OTHER SCHOOL USES	<p>POSITIVES/ADVANTAGES</p> <ul style="list-style-type: none"> ➤ The new large school at Gatestone would be able to support community rentals because of availability of late night custodial staff. The new school would provide a second new facility in the upper Stoney Creek area to reduce the pressure on Janet Lee and serve growing community needs for rentals. ➤ School playgrounds and tarvia are a community safety zone for children (for road hockey, learning to ride a bike, in-line skating, basketball, no motorized vehicles) and for sports (T-Ball, etc.) ➤ The General Manager of Social and Public Health Services, City of Hamilton, has expressed interest in using Parkwood facilities for options such as daycare, adult training and recreational programming
SOCIAL ENVIRONMENT IMPACT	<p>POSITIVES/ADVANTAGES</p> <ul style="list-style-type: none"> ➤ Community life and spirit would not be interrupted in the Glanbrook area while neighbourhood would be enhanced in upper Stoney Creek. ➤ Keeps community happy by: <ol style="list-style-type: none"> 1. children feeling secure in their own familiar environment 2. clubs, sports, church groups, friends stay in familiar and organized neighbourhoods 3. volunteers close to their own schools ➤ Vision 2020 strategic positioning calculated 40 years ago now has community centred around it; intact communities reduce transportation needs (self-sufficiency) ➤ Overcrowding of school facilities is avoided as population grows in both upper Stoney Creek and Glanbrook ➤ Less overcrowding in schools results in fewer student discipline problems and conflicts ➤ Community life would be enhanced by possible use of Parkwood facilities for day care, adult training and recreational programming as proposed by the Manager of Social and Public Health Services, City of Hamilton.

OPTION # 2**Build a new school while closing Parkwood.****PROGRAM
IMPLICATIONS****POSITIVES/ADVANTAGES**

Accepting that a school with a population of approximately 500 is optimal, building a new school and consolidating the Parkwood population into other schools would result in the following program benefits:

- JK-8 program
- Multiple classes for each grade
- Allowance for subject specialists
- Allowance for specialty rooms such as science/technology, music, art, French, guidance, library, and a computer lab
- Possibility of a larger pool of teachers with a wider diversity of teaching skills and styles
- Allows for a stronger, larger administrative team
- Possibility of having fewer combined classes

NEGATIVES/DISADVANTAGES

- Parkwood and some Bellmoore students would face awkward transitions, switching schools and cultures part way through their school career. Given the possibility of needing a new school in the Binbrook area in the not too distant future, these transitions could occur more than once for the same students
- Few to no Parkwood students would attend the *new* facility to benefit from program enhancements available there

**FACILITY
CONDITION
INDEX****POSITIVES/ADVANTAGES**

- There would be a brand new facility for some upper Stoney Creek students
- Building any new school will reduce pressure on the existing facilities and hopefully decrease the number of portapacks and portables necessary

NEGATIVES/DISADVANTAGES

- The brand new facility, Gatestone, would not likely serve Parkwood students barring changes in catchment area
- Closing a facility in reasonably good condition, which may be needed to support growth in the Binbrook area, may overfill Bellmoore. Bellmoore cannot support portables or a portapack on that site (septic bed, drainage, tarvia)

**SCHOOL
ENROLMENT
PROJECTIONS****POSITIVES/ADVANTAGES**

- Allows future planning based on the best information currently available to meet the needs in upper Stoney Creek. If these projections are correct, the students in Heritage Green will have an appropriate new facility and Parkwood students could be redistributed into other schools without overcrowding
- At a point when the development in the Glanbrook area is strongly underway, a new school will be required in the Binbrook area in the five to ten-year period

NEGATIVES/DISADVANTAGES

- Information from the community about the expected rate of growth in the Binbrook area, questions the accuracy of enrolment projections several years in the future. If the projections are inaccurate, closure of Parkwood may mean too many students crammed into too few buildings. The Board may need to reopen Parkwood (if the building has not been disposed of) to accommodate new students if funding is not available to build another new school. Bellmoore cannot accommodate portables or a portapack

**FINANCIAL
IMPACT****POSITIVES/ADVANTAGES**

- A new school will retain/increase enrolment in the public school system rather than seeing students go to the separate system for their newer facilities. Since provincial funding is tied to enrolment, maintaining and increasing student enrolment benefits everyone
- A smaller number of schools would allocate proportionally more resources to each building for upkeep, cleaning, maintenance, supplies, books and staffing (administrative, clerical, custodial)
- Transportation of students currently attending Janet Lee and Tapleytown would decrease. Transportation costs overall may be lower depending on routes, timetabling, etc. for the remaining bussed schools (Tapleytown and Bellmoore)

NEGATIVES/DISADVANTAGES

- Parkwood students would continue to be bussed but the bussing may be more costly for these students depending on routes, timetabling, etc.

OPTION # 2	Build a new school while closing Parkwood.
SCHOOL ATTENDANCE AREAS	<p>POSITIVES/ADVANTAGES</p> <ul style="list-style-type: none"> ➤ With the building of Gatestone, those students can develop a "sense of community" in an area that no longer needs to be bussed outside of the neighbourhood for school accommodation purposes. ➤ There is the possibility of reduced transportation costs as bussing needs decrease ➤ Increased physical fitness of student walkers ➤ Some students/parents would welcome the opportunity to attend a new school <p>NEGATIVES/DISADVANTAGES</p> <ul style="list-style-type: none"> ➤ For Parkwood students, there would be a loss of the sense of community as Parkwood students are directed to several different schools (Bellmoore, Tapleystown). Bellmoore students might also be dislocated by catchment changes ➤ Students used to the small school atmosphere would get lost in the crowd as their schools become larger. Students and parents would not know as many of the staff, other students, and parents ➤ Some children, especially the Parkwood students, will not get to attend a new school ➤ For Gatestone and Janet Lee, there may be increased safety concerns associated with an increase in the number of student walkers
CAPITAL NEEDS OF PARTNER SCHOOLS	<p>POSITIVES/ADVANTAGES</p> <ul style="list-style-type: none"> ➤ A new school would remove the need for capital expenditures to accommodate the growing enrolment in upper Stoney Creek ➤ Population of Parkwood would be redistributed over the other schools without the need for major capital improvements <p>NEGATIVES/DISADVANTAGES</p> <ul style="list-style-type: none"> ➤ Bellmoore may need additional capital work to support its increased population (e.g. septic bed, washrooms, change rooms) depending on new catchment areas. NB The septic bed at Bellmoore needs to be replaced no matter what the decision on Parkwood
STAFFING IMPACT	<p>POSITIVES/ADVANTAGES</p> <ul style="list-style-type: none"> ➤ There would be no loss of positions but staff would be redistributed to the open school buildings ➤ All schools would have full time principals and secretarial staff and some part-time teaching assignments might be eliminated ➤ Flexibility in staffing in larger schools might allow for more subject specialists and produce positive effects on program planning by having more than one teacher at a grade level <p>NEGATIVES/DISADVANTAGES</p> <ul style="list-style-type: none"> ➤ The redistribution of staff may cause temporary discomfort with relocation.
TRANSPORTATION IMPACT	<p>POSITIVES/ADVANTAGES</p> <ul style="list-style-type: none"> ➤ Less bussing in the Janet Lee and Gatestone area would be required. This would mean transportation savings. <p>NEGATIVES/DISADVANTAGES</p> <ul style="list-style-type: none"> ➤ Redistribution of students and changes in catchment areas may increase routes/time on busses and result in earlier pick-up times in the Parkwood and Bellmoore areas. This is hard on young children who are already on buses for up to an hour. Tapleystown catchment area may be quite large, necessitating long bus trips for students
OTHER SCHOOL USES	<p>POSITIVES/ADVANTAGES</p> <ul style="list-style-type: none"> ➤ Having two new and large facilities (with late hour custodian staffing) in the upper Stoney Creek area will allow for increased community use of board facilities to meet rising demands. Rentals at Gatestone may also decrease usage at Janet Lee resulting in savings to the board in less wear and tear on Janet Lee facilities <p>NEGATIVES/DISADVANTAGES</p> <ul style="list-style-type: none"> ➤ Closing Parkwood will mean the loss of a community facility in the Woodburn area

OPTION # 2**Build a new school while closing Parkwood.****SOCIAL
ENVIRONMENT
IMPACT****POSITIVES/ADVANTAGES**

- The impact for students at Gatestone could be positive with a sense of community/ neighbourhood heightened by walking to school
- Larger schools will mean that students can develop friendship circles in larger geographic area. This is a good preparation for high school (Saltfleet)
- Students will learn to be more comfortable in a different environment (suburban vs rural), developing necessary life skills for a global society

NEGATIVES/DISADVANTAGES

- Some parents will not be happy with the increased safety concerns for students walking to school. Parents driving students to school will create traffic problems at entry and dismissal times
- Closure will mean the loss of an important social center/community facility for the Woodburn/Glanbrook area
- An empty building may result in vandalism/ and become a potential trouble spot for the neighbourhood.
- People who chose to live in a rural area as a life style choice will not be able to have their children educated in their own rural environment
- Fundraising and volunteerism may diminish on the part of Parkwood parents who will find it hard to connect to a school outside their community
- Communities will be split apart with children going to different schools outside of their own community

OPTION # 3	Don't build a new school and keep Parkwood open.
PROGRAM IMPLICATIONS	<p>POSITIVES/ADVANTAGES</p> <ul style="list-style-type: none"> ➤ Maintains the atmosphere of a small JK to 6 school where parents, staff and students all know each other well <p>NEGATIVES/DISADVANTAGES</p> <ul style="list-style-type: none"> ➤ For Parkwood, there would be continuation of the small school situation where split grades are frequent occurrences until the population increase expected with development in the Binbrook area. There may be difficulty obtaining sufficient subject specialty teachers to provide good programming in music, art, physical education, computers, etc. ➤ For Parkwood, there would continue to be minimal programming available in terms of library (.2), special education support (.5), administration (.5) and the need to have specialty teachers part-time and travelling between schools until the expected population growth occurs ➤ For Parkwood, there would continue to be difficulty in offering extracurricular programs due to the small numbers of staff and the lack of custodial hours in the evenings until the expected population growth occurs ➤ For Janet Lee, there would be continued population pressure that reduces the potential of the school facility: <ol style="list-style-type: none"> 1. the science/technology room overdriven, 2. computer lab overdriven, 3. gym time restriction due to the number of classes, 4. limited size of the special needs area, 5. no special classes, 6. lack of storage space, 7. loss of specialty rooms (e.g. FSL) to classroom space, 8. loss of flexibility in timetabling areas such as the library and computer labs. ➤ For Janet Lee, the number of portables (a portapack and a stand alone portable) reduces the size of the tarvia and the school population is too large for the limited playground size (students using the park increases liability) ➤ For Janet Lee, any increase in the number of JK and SK students will mean a regular classroom will have to be put in use as a Kindergarten room. This will further reduce space and call for additional portables
FACILITY CONDITION INDEX	<p>POSITIVES/ADVANTAGES</p> <ul style="list-style-type: none"> ➤ Operationally, the facility conditions are not a reason to close the school. The school is in good condition and is in the average range in terms of operational costs <p>NEGATIVES/DISADVANTAGES</p> <ul style="list-style-type: none"> ➤ For Janet Lee, the increase in student enrollment will continue to "tax" the facility ➤ Possible septic bed problems at Parkwood if the new school in Glanbrook is never built
SCHOOL ENROLMENT PROJECTIONS	<p>POSITIVES/ADVANTAGES</p> <ul style="list-style-type: none"> ➤ The Binbrook area has begun to and will continue to expand over the next 5 to 10 years (new developments). Keeping Parkwood open will allow the school to absorb the new students in the initial phases of growth and not overtax Bellmoore and Bell-stone before a new school facility is built in this area. <p>NEGATIVES/DISADVANTAGES</p> <ul style="list-style-type: none"> ➤ For Janet Lee, a new separate school is being built in the area and students will start to move to the other system because of overcrowded facilities. This will mean a reduction in funding for the Board overall ➤ The enrolment projections for 2001-02 show the need for an additional portable at Janet Lee which will further overcrowd and overdrive the school's facilities and limit program. The school is requesting a cap on enrolment growth ➤ Bussing costs will increase because the new growth is in areas that have to be bussed to Janet Lee ➤ There is no space in neighbouring schools (Mount Albion has 10 portables, Billy Green has 6 portables, Tapleytown has 4 portables)
FINANCIAL IMPACT	<p>POSITIVES/ADVANTAGES</p> <ul style="list-style-type: none"> ➤ The Board may not have the money to build a new school (\$7.5 million). <p>NEGATIVES/DISADVANTAGES</p> <ul style="list-style-type: none"> ➤ Bussing costs will continue to increase in upper Stoney Creek ➤ Costs for accommodating students in temporary ways (portables, increased transportation) will increase

OPTION # 3	Don't build a new school and keep Parkwood open.
SCHOOL ATTENDANCE AREAS	<p>POSITIVES/ADVANTAGES</p> <ul style="list-style-type: none"> ➤ Parkwood would keep its small community atmosphere unless the excess population from upper Stoney Creek was bussed in. <p>NEGATIVES/DISADVANTAGES</p> <ul style="list-style-type: none"> ➤ Janet Lee and the other upper Stoney Creek schools cannot continue to absorb the population. The schools are full with numerous portables and portapacks. Upper Stoney Creek students would have to be housed in portables until saturation point is reached or bussed out of their neighbourhoods to schools with empty places
CAPITAL NEEDS OF PARTNER SCHOOLS	<p>POSITIVES</p> <ul style="list-style-type: none"> ➤ Janet Lee will require an addition <p>NEGATIVES/DISADVANTAGES</p> <ul style="list-style-type: none"> ➤ Janet Lee will require an addition, another portapack or portables for classroom space. Gym, computer labs, library, etc. are overused. ➤ Tapleystown may need additional portables
STAFFING IMPACT	<p>NEGATIVES/DISADVANTAGES</p> <ul style="list-style-type: none"> ➤ For Janet Lee, there are too many staff/students in a limited amount of space ➤ Parkwood has split grades and part-time staff in order to provide some specialty subject instruction
TRANSPORTATION IMPACT	<p>POSITIVES/ADVANTAGES</p> <ul style="list-style-type: none"> ➤ Cost of transportation remains the same for current Parkwood students <p>NEGATIVES/DISADVANTAGES</p> <ul style="list-style-type: none"> ➤ Increased costs for Janet Lee and Tapleystown as enrolment grows in non-walker areas. Students in the area bounded by Highland Rd. West and Hwy. 20/53 would still have to be transported out of their neighbourhood
OTHER SCHOOL USES	<p>POSITIVES/ADVANTAGES</p> <ul style="list-style-type: none"> ➤ People in Glanbrook would have a facility to access in the Woodburn community <p>NEGATIVES/DISADVANTAGES</p> <ul style="list-style-type: none"> ➤ The wear and tear on Janet Lee increases as a result of community use
SOCIAL ENVIRONMENT IMPACT	<p>POSITIVES/ADVANTAGES</p> <ul style="list-style-type: none"> ➤ For Parkwood, the community atmosphere and community social opportunities continue <p>NEGATIVES/DISADVANTAGES</p> <ul style="list-style-type: none"> ➤ Janet Lee and Tapleystown become overcrowded schools with many portables and bussing on a larger scale. Potential discipline issues increase with overcrowding (e.g. playground use) ➤ Necessary catchment changes will displace students from Janet Lee and Tapleystown and possibly disrupt Parkwood if excess enrolment is directed to rural schools. For example, the overflow from new development in upper Stoney Creek could be bussed out to a reorganized Bellmoore/ Parkwood or the Grade 1 – 6 overflow to Parkwood ➤ Filling empty spots in under-capacity schools in other communities with students from over-capacity schools is not a viable option.

ACTION ITEMS

BUSINESS COMMITTEE
2001 03 22

#5

The Hamilton-Wentworth District School Board

Memo

Approved for distribution
by the Director

Signature: [Signature]

Date: March 16th / 2001

TO: Merv Matier, Director of Education and Secretary of the Board

FROM: Don Grant, Superintendent of Business and Treasurer
D. Sage, Manager of Accommodation and Planning

DATE: March 22, 2001

RE: 2000-2001 Transportation Service Review

Recommendation:

Moved by: _____

That transportation route planning for the 2001-02 school year include the Board approved 2000-01 recommendations relating to:

- catchment anomalies
- safety hazard appeals

RATIONALE:

Effective September 1, 2000, the Board began full implementation of its new transportation policy. This policy harmonized former policies and procedures and provided key benefits such as

- a consistent standard for the delivery of transportation services across the jurisdiction of Hamilton-Wentworth
- a clear statement to the public regarding the transportation services that may be expected from the Board
- a clear set of guidelines for staff regarding the appropriate administration of transportation services
- a significant step towards bringing transportation spending in line with the Provincial transportation funding

Following policy implementation, the Board recognized that the timing of certain transportation changes created significant challenges in some communities. To address these concerns, trustees adopted a number of concessions to the approved policy.

The purpose of this report is to highlight, in general, the 2000-01 Board recommendations and to clarify the direction that administration wishes to engage in order to route plan for next September.

Specifically, for the 2000-01 school year, Board resolutions were passed that re-engaged transportation services. These services can be categorized by:

- catchment anomalies
 - A. A. Greenleaf/Flamborough Centre/Guy Brown/Mary Hopkins
 - Ancaster High/Highland
 - Highland/Parkside
 - Winona/R.L. Hyslop and Green Acres
 - Bellmoore/Parkwood
 - Millgrove/Sheffield and Dr. John Seaton
 - Orkney neighbourhood
 - Bellstone/Mount Hope

- day care issues
 - Ancaster Little Gems
 - Ancaster Village Treehouse
 - Sheffield Country Kids

- safety appeals regarding
 - Weirs Lane
 - Filman Road
 - Robinhood Drive
 - crossing the Linc to Lawfield Middle School

With the Board presently challenged with a number of significant undertakings i.e. school reviews, catchment redefinitions, of which the prescribed outcomes will impact transportation, administration is recommending that the present:

- transportation services relating to the identified catchment anomalies continue in the routing mix for next September so that they will not be significantly altered until the Board approves new catchment areas
- day care stops, as referenced above, will be considered in the 2001-2002 routing process
- transportation service continue as appealed, to resident students of Weirs Lane, Filman Road, Robinhood Drive and to the neighbourhood whereby students must cross the Linc to attend Lawfield school, until the identified safety concerns are re-addressed by the Board

In addition, for preparation of the upcoming transportation planning stages, administration will ensure that:

- current service between Grange and Maple Lane continues
- all riders on vehicles be deemed eligible under the transportation policy. Whereby a non eligible rider wishes to access non special education vehicles i.e. regular 72 passenger or 20 passenger vehicles, application for Courtesy Transportation must be approved by the school principal
- no further service is extended to new students who wish to attend General Brock School within the Halton District School Board

PRELIMINARY BUDGET IMPLICATIONS:

It should be noted that continuance of the above referenced transportation services, outside of policy, may have financial consequences of approximately \$160,000 or equivalent to five additional 72 passenger vehicles for the 2001/2002 school year.

In terms of strategies for the 2001/02 budget year, transportation efficiency will continue to be sought in an effort to align spending with budgeted funding objectives. To further our financial inroads, administration will:

- ensure compliance to the transportation policy and Board motions
- maximize vehicle efficiency and utilization
- evaluate and shift students, where practical, onto more cost effective services
- evaluate the cost of transportation associated with special needs placements
- evaluate and implement cost sharing alternatives relating to areas such as public transit, other school boards and other local agencies

It is anticipated that acceptance of this report will reduce community anxiety, improve public relations and enable transportation planning to begin utilizing the approved parameters. As of next September, we trust that we will only be faced with the normal challenges of start up.



#6

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

MEMORANDUM

approved for distribution
by the Director.

Signature: M. Matier

Date: March 16th / 2001

To: Merv Matier, Director of Education
From: Wayne Joudrie, Superintendent of Education
Date: March 8, 2001
Subject: TREVLAC FOLLOW-UP REPORT

Recommended Action:

Moved by _____, that the Trevlac follow-up report be received for information.

Rationale:

At the November 9, 2000 Business Committee, a full report on the implementation of Trevlac (Student Information System) was presented. The areas highlighted included:

- i. a chronology of events surrounding the implementation
- ii. an outline of the difficulties experienced at elementary and secondary sites, and
- iii. an overview of the progress made in attempting to stabilize the system.

A section entitled "Future directions" outlined the plans for continued improvement. The "Future Directions" section included six items. Those six items will form the basis of this report.

1. **Software Related Issues**—We continue to work with Trevlac to refine the software. A "Print Screen" function for all parts of the program is anticipated for this spring. The Automatic Timetable Builder is ready for implementation. There are training sessions scheduled for March 5 & 6th for all Superusers and Vice-Principals.

2. **Hardware and Network Related Issues**—We have implemented a Client-Server format in 3 schools with an appreciable increase in speed and reliability. We are currently evaluating the costs/benefits of using the model in all elementary and secondary schools. A determination of direction will occur this spring.
3. **Training Related Issues**—The Client Services Team have offered a variety of courses in Trevlac, Windows and E-mail. The use of Superuser Help groups has been attempted as well. Schools are becoming more comfortable with Trevlac and its tools. during the past 3 months, reports have been generated for OCAS/OUAC, Report Cards have been generated and Option Sheets are ready to go. A process for the electronic transfer from elementary and secondary schools has been released. The results to date have been very positive. We will be organizing training sessions for Data Vice-Principals as well.
4. **Support Related Issues**—During the fall, two additional part-time clerical were assigned to the Help Desk for a limited time to allow on-site support. No additional overtime was approved from November to present. During the middle two weeks in February the Help Desk was closed down to mobilize an October 31st system clean up. The lack of support was felt profoundly within the system but we have a number of highly proficient Superusers who offered to help out in providing support to their colleagues.
5. **Communication**—The Trevlac Steering Committee continues to meet on a monthly basis. Any decisions/directions made by the committee are communicated to schools through the office of Wayne Joudrie. This approach has allowed us to provide consistency in the area of Common Course Coding and Timetable Building for 2001-2002. Additional instructions have been released regarding the transfer from elementary to secondary schools.
6. **Corporate Data Base**—After comparing the October 31st Trevlac Data with our October 31st manual reports, a number of inconsistencies were noted. These included missing addresses, phone numbers and ages for some students. The numbers of students registered were off in some schools as well. The Client Services Team visited all of these school sites during the middle two weeks of February. All of the data is now cleaned up and complete allowing us to use the Database for planning purposes.
A Special Assignment position to support the roll out of the Corporate Data Base was posted in mid February. This person will spearhead the replication testing to know that this component of the project works effectively.

Summary

We continue to become more confident and competent in using Trevlac 7.0. Our staff have supports through the Help Desk and User Groups. Our relationship with Peter Calvert has allowed us to modify and refine the original software. Continued vigilance and support will be necessary as we move from initial implementation to full implementation of the Trevlac system.

#7

The Hamilton-Wentworth District School Board

Memorandum

Approved for distribution
by the Director.

Signature: _____

M. Matier

Date: _____

March 16 / 2001

TO: Merv Matier, Director of Education and Secretary

FROM: Don Grant, Superintendent of Business and Treasurer
Irene Polidori, Manager of Financial Services
Lucy Veerman, Manager of Budget

DATE: March 8, 2001

RE: 2000/2001 Financial Report - January 31, 2001

Recommendations:

Moved by: _____

That the 2000/2001 Financial Report - January 31, 2001 be received for information.

Rationale:

The attached report identifies expenditures, commitments and revenues as at January 31, 2001.

See

7-1
The Hamilton-Wentworth District School Board

2000/2001 Financial Reporting - January 31, 2001

	<u>Budget Approved June 2000</u>	<u>Revised Budget</u>	<u>Actuals as at Jan 31, 2001</u>	<u>% of Revised Budget</u>	<u>Notes</u>
Expenditures		Note 1			
CLASSROOM					
Classroom Teachers/Library/Guidance	\$ 188,025,931	188,025,931	78,182,705	41.58%	(2)
Occasional Teachers	4,584,435	4,834,435	2,464,877	50.99%	
Educational Assistants	11,837,720	12,780,185	5,026,760	39.33%	
Classroom Computers	3,255,004	3,255,004	943,487	28.99%	
Textbooks and Supplies	12,268,986	12,418,986	5,800,409	46.71%	
Professionals and Para-Professionals	6,431,704	6,431,704	2,610,766	40.59%	
Staff Development	740,996	790,996	104,535	13.22%	
	<u>227,144,776</u>	<u>228,537,241</u>	<u>95,133,538</u>	<u>41.63%</u>	
NON-CLASSROOM					
Co-ordinators and Consultants	2,946,754	2,946,754	1,109,942	37.67%	(2)
Teacher's Preparation Time	23,816,982	23,816,982	10,059,706	42.24%	(2)
Principals & Vice-Principals	16,833,281	16,833,281	7,957,404	47.27%	
Department Heads	610,316	610,316	300,863	49.30%	
School Office	9,145,482	9,145,482	3,900,744	42.65%	
Continuing Education	2,616,791	2,616,791	814,698	31.13%	
	<u>55,969,606</u>	<u>55,969,606</u>	<u>24,143,358</u>	<u>43.14%</u>	
BOARD ADMINISTRATION & GOVERNANCE					
Trustees	125,906	125,906	34,996	27.80%	
Directors & Supervisory Officers	1,453,154	1,453,154	544,164	37.45%	
Board Administration	9,916,702	9,916,702	4,332,362	43.69%	
	<u>11,495,762</u>	<u>11,495,762</u>	<u>4,911,521</u>	<u>42.72%</u>	
TRANSPORTATION					
Pupil Transportation	10,610,669	10,610,669	5,122,761	48.28%	(3)
PUPIL ACCOMMODATION					
Operations & Maintenance	36,885,602	36,885,602	16,542,893	44.85%	
School Renewal	7,458,410	7,458,410	5,047,888	67.68%	
New Pupil Places	-	-	-	-	
Other Capital and Approved Debt	9,284,796	9,284,796	2,780,461	29.95%	
	<u>53,628,808</u>	<u>53,628,808</u>	<u>24,371,241</u>	<u>45.44%</u>	
Total Expenditures	\$ <u>358,849,621</u>	<u>360,242,086</u>	<u>153,682,419</u>	<u>42.66%</u>	
Revenues					
Student Focused Funding - Legislative Grants	\$ 357,719,283	359,111,748	165,176,949	46.00%	(2)
Miscellaneous Revenue	2,630,338	2,630,338	1,682,949	63.98%	
Prior Year's Deficit	(1,500,000)	(1,500,000)	(1,491,223)	99.41%	
Total Revenues	\$ <u>358,849,621</u>	<u>360,242,086</u>	<u>165,368,675</u>	<u>45.90%</u>	

The Hamilton-Wentworth District School Board

2000/2001 Financial Reporting

Notes to Financial Information

January 31, 2001

Note 1

The 2000/2001 Budget was approved on June 20, 2000. Subsequent to this date, the Board approved the following motion:

October 19, 2000 Board:

That the non-allocated portion of the additional 2000/2001 ISA 2+3 funding be utilized to reinstate the 2000/2001 budget adjustment approved on June 20, 2000 relative to an increase in the number of Special Education Educational Assistants and the remaining differential be allocated to increase the Education Assistant Temporary Assistance budget.

This motion results in an increase in the following expenditure categories:

Educational Assistants (including temporary assistance)	942,465
Occasional Teachers	250,000
Classroom Supplies and Textbooks	150,000
Staff Development	50,000
	<u>1,392,465</u>
	\$ <u>1,392,465</u>

Note 2

Actual expenditures to January 31, 2001 are lower than budget by approximately \$9 million as a result of the elementary strike/lockout which occurred from October 30, 2000 to November 21, 2000. Regulation 486/98 provides the legislative authority for the calculations surrounding the savings and expenses incurred by school boards in the event of a strike or lock-out of employees. An application for approval of strike related expenses will be submitted to the Ministry of Education.

Note 3

At the Business Committee meeting of February 8, 2001, it was reported that expenditures are projected to exceed the 2000-2001 Budget by approximately \$390,000. This deficit will be offset, in part, by additional Ministry funding of approximately \$250,000.

A3 ON HW 26

A 33 B

APR 04 2001

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

SPECIAL MEETING OF THE BUSINESS COMMITTEE

Thursday, March 22, 2001

6:00 p.m.

A G E N D A

6:00 p.m.

1. Call to Order
2. Approval of Minutes of February 8 and 14, 2001
3. Business Arising from the Minutes
4. Approval of Agenda

L. Orban

ACTION ITEMS:

5. 2000/2001 Transportation Service Review
6. Trevlac Follow-Up Report
7. 2000/2001 Financial Report – January 31, 2001
8. (a) Rescinding Motion – Liquor License for Westdale Secondary School
(b) Request for Liquor License – Westdale Secondary School
9. Request re Winona Public School
10. Verbal Update: Rising Energy Costs

D. Grant
W. Joudrie
D. Grant
J. Wibberley

R. Barlow
D. Grant

CORRESPONDENCE:

Nil.

DISTRIBUTION:

Nil.

11. Public Questions for Clarification

Future Meetings:

Special Education Advisory Committee
Special Meeting of the Board

March 28, 2001
March 29, 2001

7:00 p.m.
6:00 p.m.

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

March 2001

To: The Members of the Business Committee

From: The Meadowlands School Closure Review Committee

Re: Report of the Meadowlands School Closure Review Committee

Recommendations:

That Grange School be removed from consideration for closure at the present time.

That Maple Lane School be scheduled for closure and a new school be built in The Meadowlands.

The School Closure Review Committee unanimously endorsed the above recommendations.

Background Information:

Special thanks is extended to the following members of the Meadowlands School Closure Review Committee for their time and commitment:

Name	Representing	Name	Representing
Elizabeth Scott	OCTU	Cliff Rutherford	CUPE
Bryan Kerman	Community	Kim Nixon	Maple Lane Teacher
David Hazell	Maple Lane Vice Principal	Michele Werstuck	Maple Lane Parent
Jennifer Hambly	Maple Lane School Council	Diane Aitken	Grange/Maple Lane Principal
Leslie Brown	Grange Teacher	Priscilla Mochrie	Grange Teacher
Bruno Polewski	Grange School Council	Beth McAuley-Worman	Grange Parent
Bruce Wallace	Trustee		

The committee held five meetings at Grange School between September 25, 2000 and February 13, 2001. The committee held a community meeting at Grange School on December 19, 2000 at which time there were six presentations.

Should the Board Decide To Schedule Grange/Maple Lane School for Closure:

School Catchment:

Children of families living:

- In Scenic Woods, The Meadowlands, the Harmony Hall area and on Old Mohawk Road AND
- East of new Highway 6 and south of Highway 53 would attend the new Meadowlands school

Children of families living:

- In the present Maple Lane and Grange boundaries be given the option of attending either Fessenden School or the new Meadowlands school (grandparenting provision)
- Families moving in to the Grange area (effective July of the year in which the school opens) AND
- West of new Highway 6 and South of Highway 53 would attend Fessenden School

Transportation:

- Families in the present Maple Lane and Grange boundaries will be responsible for their own transportation if they select the Meadowlands School

Staffing:

- In order to provide as seamless a transition as possible, the staffs at Grange and Maple Lane would like the option of transferring to the new school in the Meadowlands

Effective Date of Closure:

- June in the same year in which the Meadowlands School will open in September

Other School Uses:

- a change in zoning to green space use only and/or the proviso that the inclusion of public green space be part of any purchase agreement of either Grange or Maple Lane

Rationale to Support the Decision to Build a New Meadowlands School, To Schedule Maple Lane for Closure and To Leave Grange School Open

The construction of a JK-8 Public School in the Meadowlands is an essential part of renewing and promoting the public school system in the West Mountain.

This new school will provide for a smooth transition of Meadowlands, Harmony Hall and Scenic Woods children to feed into Sir Allan MacNab High School. The Meadowlands School will reduce transportation costs as many students will now be able to walk to school. The construction of this new JK-8 elementary school will be in keeping of the board's desire to realign from senior public schools to a JK to 8 model.

Demographics support the building of a new elementary JK-8 school in the Meadowlands and the retention of Grange

There is a need for a new public school in the Meadowlands area. The Meadowlands Catholic Elementary School, built just last year, is already at capacity. The Catholic high schools are filling rapidly and the Catholic Board is considering construction of a new high school in the Meadowlands. There are over 400 students that have chosen to leave the public system and attend St. Thomas More High School in the Catholic Board. Enrollment in the West Hamilton public school system is in decline as many families have chosen the Catholic Board's new schools. A new Meadowlands School would provide an attractive alternative in the public school system.

Grange Elementary School continues to be required to accommodate the families in the Perth Park, Garner and rural neighbourhoods of south Ancaster

Grange, even with the opening of the Meadowlands school and the closure of Maple Lane Elementary School, will still be operating at close to ministry rated capacity, as a JK to 6 facility. There has been a demographic renewal in this old community with many new families moving in. In addition, new development along Garner/Highway 53 will lead to over-crowding at Fessenden if all three streams, the current Fessenden, the diverted Grange and the new development, are directed at Fessenden. The Grange school site is the only park space for the Perth Park community and the neighbourhood wishes it preserved.

Appendix A

Schedule Grange/Maple Lane School for Closure

PROGRAM IMPLICATIONS	<ul style="list-style-type: none"> the size of a JK-8 school in both numbers, physical space and age range can be either an advantage or a disadvantage depending on the approach and organization of staff and students families and staff are concerned that the developmental and emotional needs of their children will not be met as well as they currently are - these needs must be recognized to ensure academic success safety, particularly on the playground of a JK-8 school is of grave concern, again to staff and students the children from one family are all in one school (then go on to Secondary School) older children can help with planning and responsibility for the younger students, such as Lunch Monitors, planning play days, snow carnivals and other extra-curricular activities. JK-SK - totally isolated from rest of school and often are forgotten often excluded from assemblies due to lack of space for entire school in the gym due to size of school and nature of programme, recesses do not often occur at the same time for Primary, Junior, Intermediate children, therefore not a cohesive staff as you may have separate recess and lunch breaks many safety issues between Junior and Primary children on the playground much time, energy and money is directed toward keeping the Intermediate students under control and entertained (gym equipment, outside activities) much time is taken up at Staff Meetings discussing behaviour issues on the playground concerning the Intermediate students early intervention would be diminished as Resource time is taken up by Junior and Intermediate remediation not as much gym time - many classes to share one gym with entire school population of 500 students areas of expertise in grade 7 and 8 would be severely cut-not as many teachers, therefore, teachers would be teaching subject areas that may not be their specialties **** Do not use Primary children to keep the Intermediate students under control
FACILITY CONDITION INDEX	<ul style="list-style-type: none"> Grange - \$843,081 Maple Lane - Not Available
SCHOOL ENROLMENT PROJECTIONS	<ul style="list-style-type: none"> Ministry Rated capacity - 1535.5 October 2000 FTE - 1790 Five Year Projection - 1424 Rate of construction to remain constant in Ancaster Different areas in Ancaster will experience growth from new construction
FINANCIAL IMPACT	<ul style="list-style-type: none"> Annual savings of \$52,030 in operating costs at Grange Annual savings of \$34,954 in operating costs at Maple Lane Transportation savings as Meadowlands children will walk to school

<p>SCHOOL ATTENDANCE AREAS</p>	<p><u>Children of families living:</u></p> <ul style="list-style-type: none"> • In Scenic Woods, The Meadowlands, the Harmony Hall area and on Old Mohawk Road AND • East of new Highway 6 and south of Highway 53 would attend the new Meadowlands school <p><u>Children of families living:</u></p> <ul style="list-style-type: none"> • In the present Maple Lane and Grange boundaries be given the option of attending either Fessenden School or the new Meadowlands school • West of new Highway 6 and South of Highway 53 would attend Fessenden School
<p>CAPITAL NEEDS OF PARTNER SCHOOLS</p>	<ul style="list-style-type: none"> • Fessenden School requires no capital projects
<p>STAFFING IMPACT</p>	<ul style="list-style-type: none"> • Continuity is important to the best success of the students • a smooth transition from school to school would be essential and would include not just the physical environment but much more importantly familiar staff, programme and culture from which to develop a new school community • Redeployment of 1 Principal and 0.5 Vice Principal • Redeployment of 2 secretaries • Redeployment of 3 caretakers (2 head caretakers and 2 x 4 hour night caretakers). • Redeployment of 2 Educational assistants • Redeployment of the Grange, Maple Lane and some Ancaster Senior Staff • a JK - 8 school would create a larger staff which would allow for: <ol style="list-style-type: none"> i) specialized rotary teachers ii) prep cover by specialized teachers iii) larger divisions which allow for greater team planning and the creation of assessment standards iv) more staff to provide supervision • the ability of the staff to work together in creating both School Plans and EQAO action Plans (currently 1 at Maple Lane, 1 at Grange and 1 at Ancaster Senior) <p><i>The staffs at Maple Lane and Grange would appreciate the opportunity to move to the new school to provide stability to the students</i></p>
<p>TRANSPORTATION IMPACT</p>	<ul style="list-style-type: none"> • Meadowlands students will walk to new school - presently we bus them to Grange and Maple Lane – transportation savings • Need to bus Maple Lane neighbourhood students to Meadowlands • Grange neighbourhood students would walk to Fessenden unless Fiddler's Green Road is designated as a safety hazard
<p>OTHER SCHOOL USES</p>	<p>The social environment of the Grange and Maple Lane neighbourhoods will be adversely impacted with the loss of these schools. This could be reduced by ensuring the school property continues to be maintained as green space for the communities use</p>

	<ul style="list-style-type: none"> • result of closure would be loss of the only green space in this well established neighbourhood • loss of this green space would impact on casual recreational activities and organized sports activities, specifically baseball and soccer • loss of park space can have an impact on pedestrian injuries as children compensate for a lost play space and play on roads • grave concern that closure will result in sale of and use of this space for institutional or private use resulting in loss of green space • loss of park space for town organized sports • sharing of resources between town and school boards - reliance on the boards to provide green space what happens when this agreement, however informal changes? • First Base: The First Base Program at Grange School currently has 18 students attending our A before and after school care program. This program would be required at the new facility, as a great number of our parents work outside of the school area and require before and after school child care. Over the years, Mary Kirchner has been our First Base Supervisor. The children and their families, as well as the staff have developed a relationship with her, which supports school wide activities and in some cases, supports homework completion. If possible, for ease of transition the Grange-Maple Lane School Community (students, parents and staff) would appreciate Mary moving with our children to the new Meadowlands School. • Mohawk College: Mohawk College has offered a Computer Class to candidates for the Educational Assistant Program for 5 years. Generally, a class of up to 25 adults uses our Computer Lab for hands on experiences. Our Grade 6 teacher (Mr. Tabuns) offers this program through Mohawk College. Adult students attend his class once a week for 3 hours after school. Usually 3 sessions are offered - one in the fall, one in the winter and one in the spring. Some extra revenue is generated for Grange School and is directed to support our technology program. It is important to transfer this program to the school where Mr. Tabuns will be teaching - new Meadowlands School or another. • Greenspace: The green space that surrounds Grange School is the only area in this neighbourhood for children to play. It is very important to the members of this community to keep this green space. It is the recommendation that the school site be sold to another school or to the city
SOCIAL ENVIRONMENT IMPACT	<ul style="list-style-type: none"> • concern that the loss of the schools as focus points for the neighbourhood will decrease the incentive for young families to move into the two neighbourhoods thus impacting the natural course of their rejuvenation • changes in the boundaries will have a marked impact on the social relationships of the school community if all children do not have the option to move enmass to a new school • school closure could have an impact on the larger sense of community that the children and their families have in Ancaster if the boundaries are changed to exclude some areas

Appendix B

Grange/Maple Lane School Remains Open

PROGRAM IMPLICATIONS	<ul style="list-style-type: none"> community based schooling very safe environment for primary children safety issues on the playground are minimal due to the age, size and number of students outside at recess students are comfortable and confident at school because of the age of the children JK-SK transition period much faster and smoother due to nature of the school Grade 2 students given leadership roles and positions of responsibility they would not have the opportunity for, due to the nature of the Primary school Resource can be delivered by needs and abilities rather than by Grade and class early intervention in Resource programming is able to be realized at Maple Lane Library at Maple Lane is specifically designed by nature of the materials to suite the needs of the primary children due to number of students, resources are easily accessible, i.e. Gym time, library time.
FACILITY CONDITION INDEX	<ul style="list-style-type: none"> Grange - \$843,081 Maple Lane – Not Available
SCHOOL ENROLMENT PROJECTIONS	<ul style="list-style-type: none"> Ministry Rated capacity – 1535.5 October 2000 FTE – 1790 Five Year Projection – 1424 Rate of construction to remain constant in Ancaster Different areas in Ancaster will experience growth from new construction
FINANCIAL IMPACT	<ul style="list-style-type: none"> Continued annual operating costs of \$86,984 at Grange and Maple Lane Schools FCI costs of \$843,081 at Grange Continued transportation costs
SCHOOL ATTENDANCE AREAS	<ul style="list-style-type: none"> no need to review boundaries
CAPITAL NEEDS OF PARTNER SCHOOLS	<ul style="list-style-type: none"> not applicable

STAFFING IMPACT	<ul style="list-style-type: none"> • Maple Lane may not qualify for full-time VP support
TRANSPORTATION IMPACT	<ul style="list-style-type: none"> • Continued costs to bus students from Scenic Woods and The Meadowlands to Grange and Maple Lane Schools
OTHER SCHOOL USES	<ul style="list-style-type: none"> • continuation of technology lab for Mohawk course(s) • continuation of First Base Program • continued use of park for town organized sports teams • development of additional uses by the community
SOCIAL ENVIRONMENT IMPACT	<ul style="list-style-type: none"> • green space remains • availability of green space for recreational and organized activities continues • focus of neighbourhoods remains along with incentive for young families to move into this area • continued opportunity for children to experience the unique and child-centred school environment of the Grange/Maple Lane Unit Schools • opportunity for continued creative looks at the ongoing use of these schools to meet requirements • recognition of the increased numbers resulting from further development of the adjacent neighbourhoods • continuation of the sense of community for the school and the larger Ancaster community • alienation and frustration of the Meadowlands' families who moved to their neighbourhood with the understanding that a new school would be built • desire by these families to have a public school neighbourhood focus • desire by the Meadowland families to have their children walk to school • opportunity for the Meadowlands to feel more connected to Ancaster • another opportunity to easily continue to accommodate Scenic Woods in the Ancaster school community

Appendix C

Schedule Maple Lane School for Closure Build New School in Meadowlands Grange School Remains Open	
PROGRAM IMPLICATIONS	<ul style="list-style-type: none"> JK – 8 Meadowlands School fulfills vision of ideal school JK – 6 Grange School may have more split grade classes and reduced opportunity for team teaching
FACILITY CONDITION INDEX	<ul style="list-style-type: none"> \$843,081 at Grange
SCHOOL ENROLMENT PROJECTIONS	<ul style="list-style-type: none"> disagreement with enrollment projection statistics <p>PLEASE REFER TO APPENDIX D</p>
FINANCIAL IMPACT	<ul style="list-style-type: none"> annual savings of \$34,954 in plant operation costs at Maple Lane
SCHOOL ATTENDANCE AREAS	<p><u>Children of families living:</u></p> <ul style="list-style-type: none"> In Scenic Woods, The Meadowlands, the Harmony Hall area and on Old Mohawk Road AND East of new Highway 6 and south of Highway 53 would attend the new Meadowlands school <p><u>Children of families living:</u></p> <ul style="list-style-type: none"> In the present Maple Lane and Grange boundaries to attend Grange West of new Highway 6 and South of Highway 53 would attend Fessenden School
CAPITAL NEEDS OF PARTNER SCHOOLS	<ul style="list-style-type: none"> None required
STAFFING IMPACT	<ul style="list-style-type: none"> Redeploy .5 VP Redeploy 1.0 secretary Redeploy 1.5 caretaking Allow fellow students and teachers to transfer as one unit to the new school to minimize number of changes

TRANSPORTATION IMPACT	<ul style="list-style-type: none"> • Bussing is safer than walking in areas with no sidewalks or crossing guards • Requires crossing guard to cross Fiddler's Green Road • Requires additional signage re: speed in a school crossing area • Safety fencing along 403 overpass • Sidewalks and crossing guards in Meadowlands • Potential for longer bus rides as rural children are bussed to Meadowlands • Savings with reduced bussing as Meadowlands children walk to school
OTHER SCHOOL USES	<p>The social environment of the Maple Lane neighbourhood will be adversely impacted with the loss of this school. This could be reduced by ensuring the school property continues to be maintained as green space for the communities use</p> <ul style="list-style-type: none"> • result of closure would be loss of the only green space in this well established neighbourhood • loss of this green space would impact on casual recreational activities and organized sports activities, specifically baseball and soccer • loss of park space can have an impact on pedestrian injuries as children compensate for a lost play space and play on roads • grave concern that closure will result in sale of and use of this space for institutional or private use resulting in loss of green space • loss of park space for town organized sports • sharing of resources between town and school boards - reliance on the boards to provide green space <p><u>Grange must be kept open as it provides the following community programs:</u></p> <ul style="list-style-type: none"> • First Base: The First Base Program at Grange School currently has 18 students attending our A before and after school care program. This program would be required at the new facility, as a great number of our parents work outside of the school area and require before and after school child care. Over the years, Mary Kirchner has been our First Base Supervisor. The children and their families, as well as the staff have developed a relationship with her, which supports school wide activities and in some cases, supports homework completion. If at all possible, for ease of transition the Grange-Maple Lane School Community (students, parents and staff) would appreciate Mary moving with our children to the new Meadowlands School. • Mohawk College: Mohawk College has offered a Computer Class to candidates for the Educational Assistant Program for 5 years. Generally, a class of up to 25 adults uses our Computer Lab for hands on experiences. Our Grade 6 teacher (Mr. Tabuns) offers this program through Mohawk College. Adult students attend his class once a week for 3 hours after school. Usually 3 sessions are offered - one in the fall, one in the winter and one in the spring. Some extra revenue is generated for Grange School and is directed to support our technology program. It is important to transfer this program to the school where Mr. Tabuns will be teaching - new Meadowlands School or another. • Greenspace: The green space that surrounds Grange School is the only area in this neighbourhood for children to play. It is very important to the members of this community to keep this green space. It is the recommendation that the school site be sold to another school or to the city

**SOCIAL ENVIRONMENT
IMPACT**

- Families living in Harmony Hall area, Scenic Woods and The Meadowlands get the benefit of a community school
- Potential for more trouble to and from school with more students walking to new school in Meadowlands
- concern that the loss of Maple Lane School as a focal point for the neighbourhood will decrease the incentive for young families to move into the neighbourhood thus impacting the natural course of their rejuvenation
- changes in the boundaries will have a marked impact on the social relationships of the school community if all children do not have the option to move enmass to a new school
- school closure could have an impact on the larger sense of community that the children and their families have in Ancaster if the boundaries are changed to exclude some areas
- Ancaster students should attend Ancaster schools

Meadowlands School Closure Review Committee
School Attendance Areas
Accommodation Projection Report

January 30, 2001

Bruno Polewski
Co-Chair Grange – Maple Lane School

Meadowlands School Closure Review Committee
School Attendance Areas
Accommodation Projection Report

1.0 Summary of Results:

The children from the Grange, Maple Lane and Ancaster Rural neighbourhoods total more than 100% of Grange's ministry rated capacity of 159. This would make the closure of only one of the schools under study desirable (Maple Lane), even with the opening of a new Meadowlands school. The growth in student population would not fit into Fessenden. Closing Grange would not be possible.

The proposed school attendance would put the new Meadowlands school enrolment of just over 70% of a 500 pupil school. This would allow for additional students from the proposed new housing construction.

2.0 Discussion of Proposed Attendance Areas:

The following student numbers are based on the 1999 Grange - Maple Lane school attendance. These numbers are derived from:

1. A neighbourhood transportation break down provided by Daryl Sage November 23rd, 1999.

- Of the 456 students at Grange and Maple Lane, 360 were bused in the 1999 summary.
- This data outlined the number of children transported from each neighbourhood, to each of the two schools.
- The difference of 96 students had to be walkers or children brought to school by other means.

2. The Grange and Maple Lane school reports submitted in 1999.

- This report indicates a total of 70 children not transported by bus.

The total student population of Grange - Maple Lane school in 1999 was 456. This is the only data of this nature that has been found by this closure committee.

The school attendance areas are those endorsed by this committee. It is to be noted that we are not including the Rousseau in the grade 7 & 8 Meadowland School numbers. We do not endorse including this school community as they are not represented at this committee.

Student Enrolment in a JK to 6 Grange School:

Garden Ave/Miller Dr (Maple Lane) Survey	13 (bused to Grange) + 28 (walkers) = 41
Perth Park (Grange) Survey and Fiddlers Green	35 (bused to ML) + 42 (walkers) = 77
Rural Area	43

Total = 161

The ministry rated capacity for Grange is 159. This would give a 1999 total student population of 161, for a JK to 6 school, based on the committees proposed school attendance area.

Some of the rural students east of Southcote Road may be directed to the new Meadowlands school if they prefer. This would be a small reduction in the Grange enrolment number which would be at 101% with our proposal. The student population from the local areas has been increasing since 1999.

Student Enrolment in a JK to 6 Meadowlands School:

Scenic Woods Survey JK - 6	74
Meadowlands Survey JK - 6	167
Old Mohawk Road (this is an estimate as this is not given)	20
Combined 7 & 8 students from catchment* (based on 60% of Grange grade 5 & 6)	75
Additional bused students in principles report (attributed to Meadowlands or Scenic Woods)	26

Total = 342

The 1999 population of the Meadowlands school would be 342 students based on this committees proposed catchment. This would be 72 % of a 500 student JK to 8 school, or 62 % of a 550 student school. The population of students from Meadowlands is expected to grow significantly. A JK to 8 school of 550 may be a better choice, particularly since a new public school will attract more families not choosing to attend the separate school.

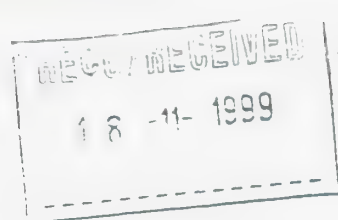
*The 1999 school report for Grange indicates 26 more bused children than the transportation report. The principles report was more up to date so we can assume these 26 extra children were bused from the Meadowlands or Scenic Woods surveys.

3.0 Conclusion:

The Meadowlands school should be built immediately. This will reduce busing costs. School maintenance costs can be reduced by closing Maple Lane. The new school will help stop the declining attendance due to families choosing the separate school system.

Attachment 1

Grange, Maple Lane, and Fessenden Students Transported
By Housing Survey



7-15

16.

MEMORANDUM

TO: Executive Council
FROM: Krys Croxall, Superintendent of Education
Chair - Study Area #8
RE: Request for additional information
DATE: November 10, 1999

The School Council chairs at Grange, Maple Lane, Fessenden and C.H. Bray have requested the following information above and beyond the information contained in their data books:

1. From Grange/ Maple Lane

- the number of students who live/are bussed to Maple Lane and Grange from the following surveys/areas in Ancaster:
Scenic Woods
The Meadowlands
John Frederick Survey
Garden Ave/ Miller surveys
Perth Park
the rural area (far end of Fiddlers Green)

Thanks ✓

Nov. 25/99
Please see
attached information
regarding bussing
questions.
B. Hardman
Accommodation
& Planning

2. From Fessenden

- the number of students who live/are bussed in any other survey/development in Ancaster not covered in the list above

There does not appear to be a school closure issue in Ancaster at the present time; however, there may be a need to change boundaries. I understand that the rationale behind this request is for School Councils to be able to consider the impact of suggested boundary changes on schools in Ancaster before they recommend any boundary reconsideration.

I have received a request for clarification of statistics from the C. H. Bray School Chair (attached) for which I also need expert advice from the Accommodation and Planning Department.

I would appreciate Executive Council approving these requests for additional information.



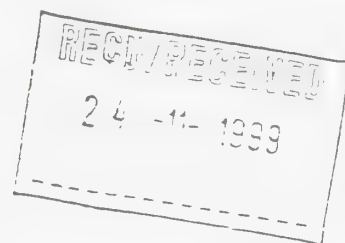
845 Upper James St., Suite 236
Hamilton, Ontario
L9C 3A3

746

17

Bus.: (905) 387-6202
Fax: (905) 387-6314
e-mail: bmt2000@on.aibn.com

To: Daryl Sage, Manager of Accommodation and Planning
From: Elio P. DiCienzo, Transportation Co-Ordinator
Business Management 2000
Date: Tuesday November 23, 1999
Re: Request for Data from Barb Hardman



Pursuant to the memo dated Monday November 22, 1999, the following information is provided.

<u>From:</u>	<u>To:</u>	<u>Transported Students:</u>
Scenic Woods (Map 1)	Maple Lane	23
	Grange	51
	Total students:	74
The Meadowlands (Map 2)	Maple Lane	77
	Grange	90
	Total students:	167
John Frederick Survey (Map 2)	Maple Lane	11
	Grange	17
	Total students:	28
Garden Ave/Miller Dr Survey (Map 3)	Maple Lane	0 - Walking Area
	Grange	13
	Total students:	13
Perth Park (Map 3)	Maple Lane	35
	Grange	0 - Walking Area
	Total students:	35
Rural Area (Map 4)	Maple Lane	16
	Grange	27
	Total students:	43
School Totals:	Maple Lane	162
	Grange	198
	Total transported	360

7-7

78

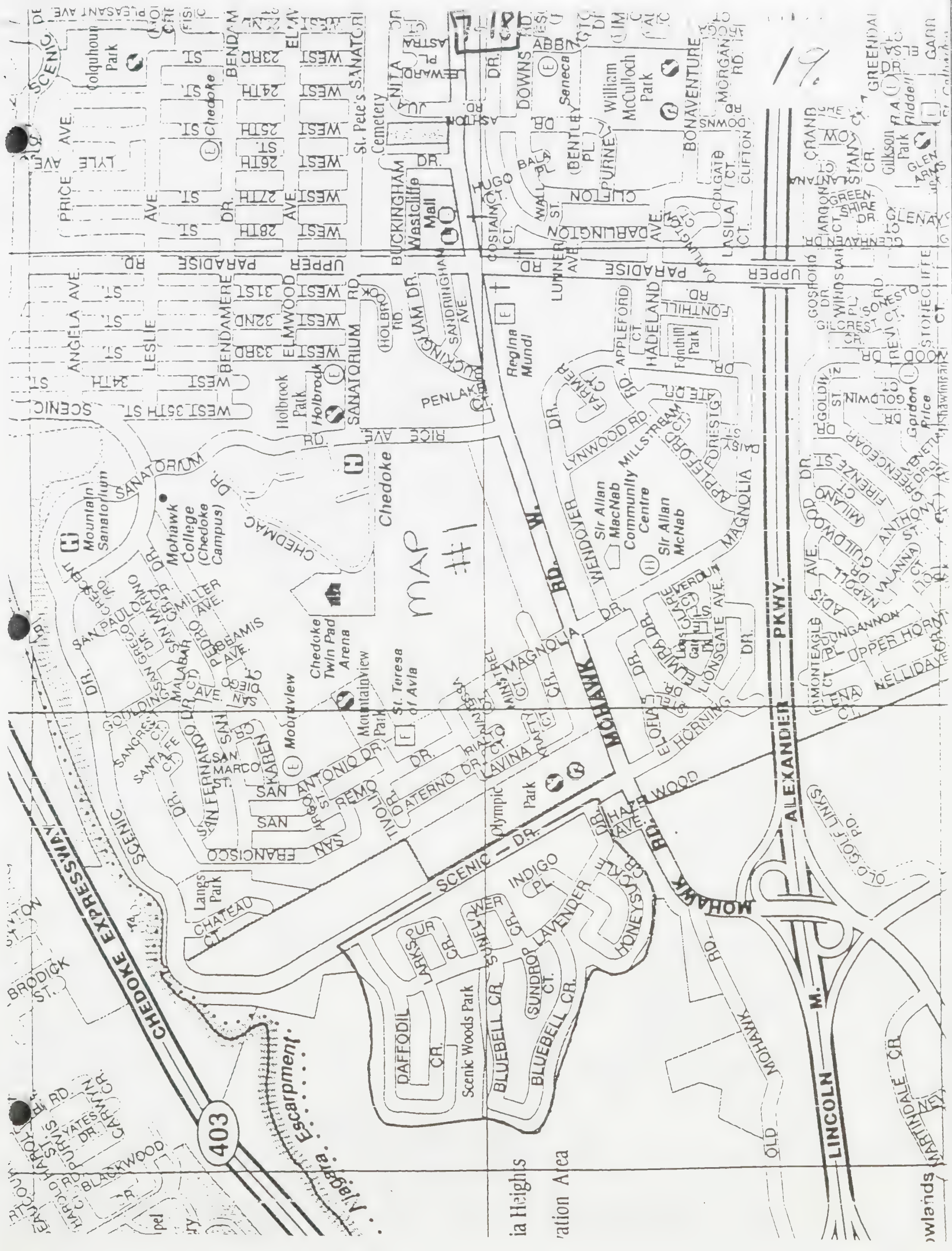
<u>From:</u>	<u>To:</u>	<u>Transported Students:</u>
Liam Drive Survey (Map 5)	Fessenden	22
Rural Area (Map 6)	Fessenden	66
School Totals:	Fessenden	88
	Total transported	88

- Note:
- 1) Students may live in the designated areas and attend a school outside of the catchment area.
 - 2) Student information is based upon the September 30, 1999 month end summery.
 - 3) Area descriptions were not specific. Please check the attached maps carefully to determine if further analysis is required.

Yours truly,



Elio P. DiCienzo, Transportation Co-Ordinator
Business Management 2000



MAP #1

19

403

Niagara Escarpment

Regina Heights
Urban Area

ALEXANDER PKWY.

LINCOLN

OLD MOHAWK RD.

MOHAWK RD.

MOHAWK RD.

MOHAWK RD.

MOHAWK RD.

MOHAWK RD.

MOHAWK RD.

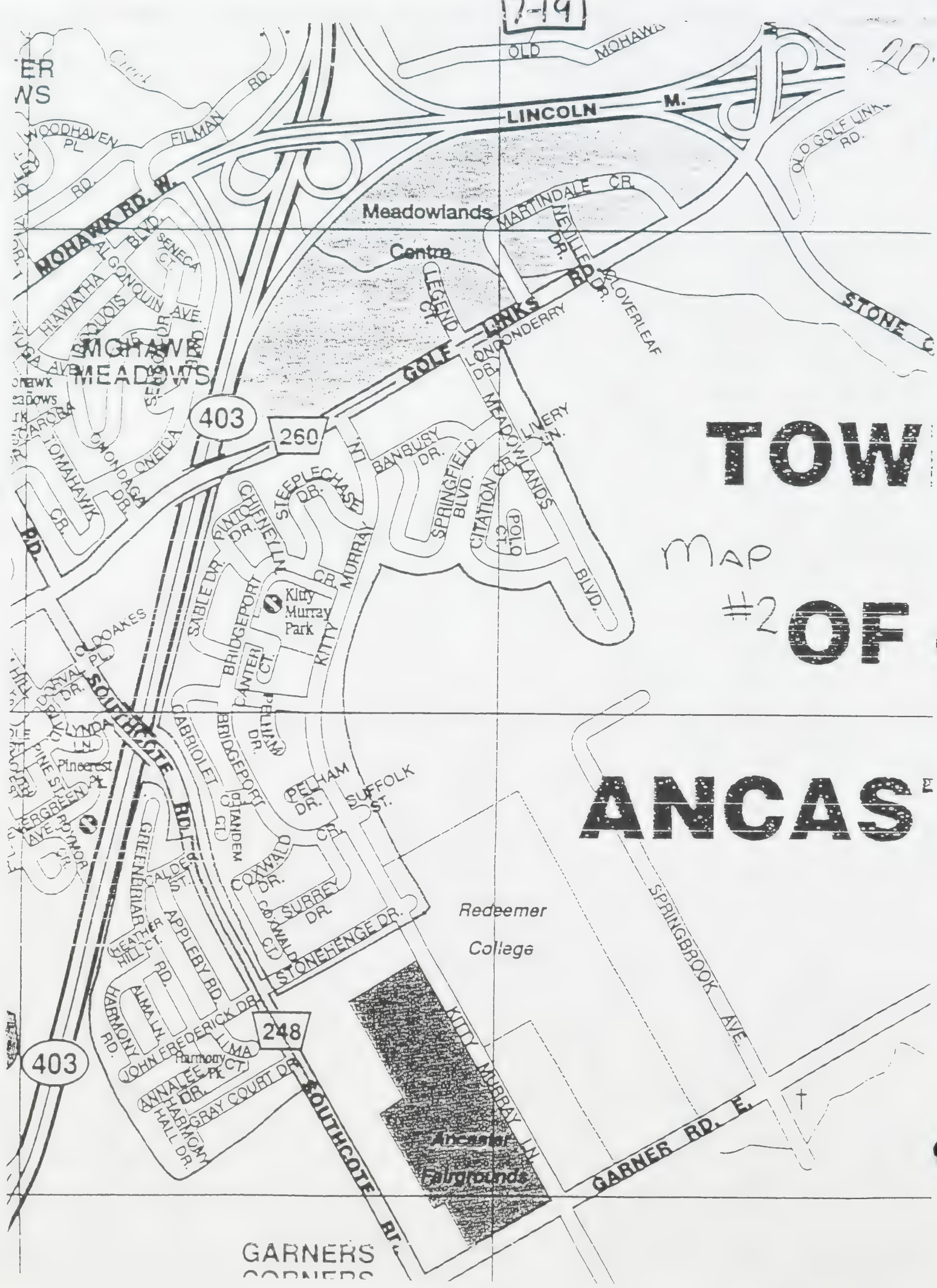
MOHAWK RD.

MOHAWK RD.

MOHAWK RD.

7-19

20



TOW

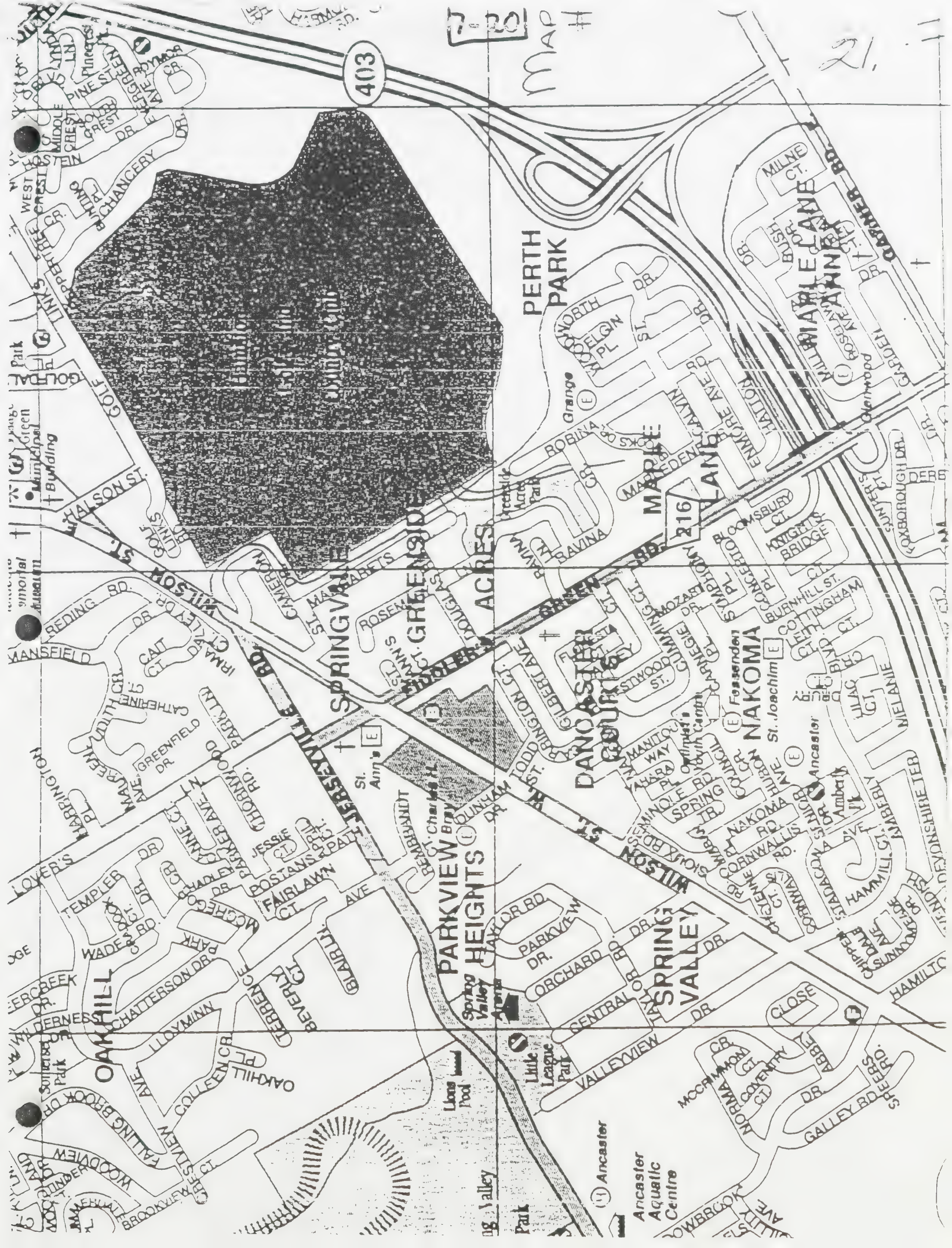
MAP

#2

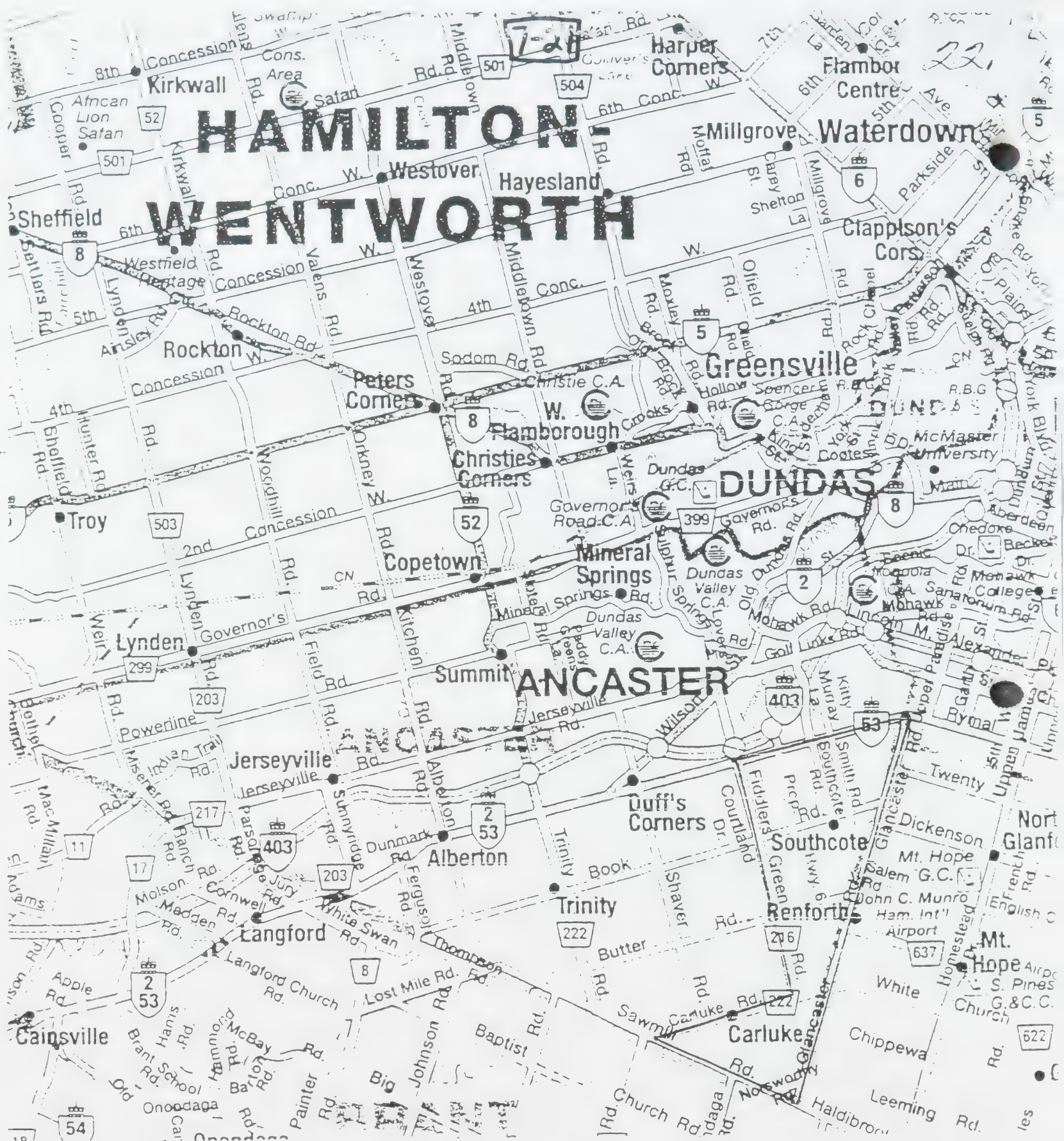
OF.

ANCAS

GARNERS
CORNERS



HAMILTON- WENTWORTH



MAP #4

7-22

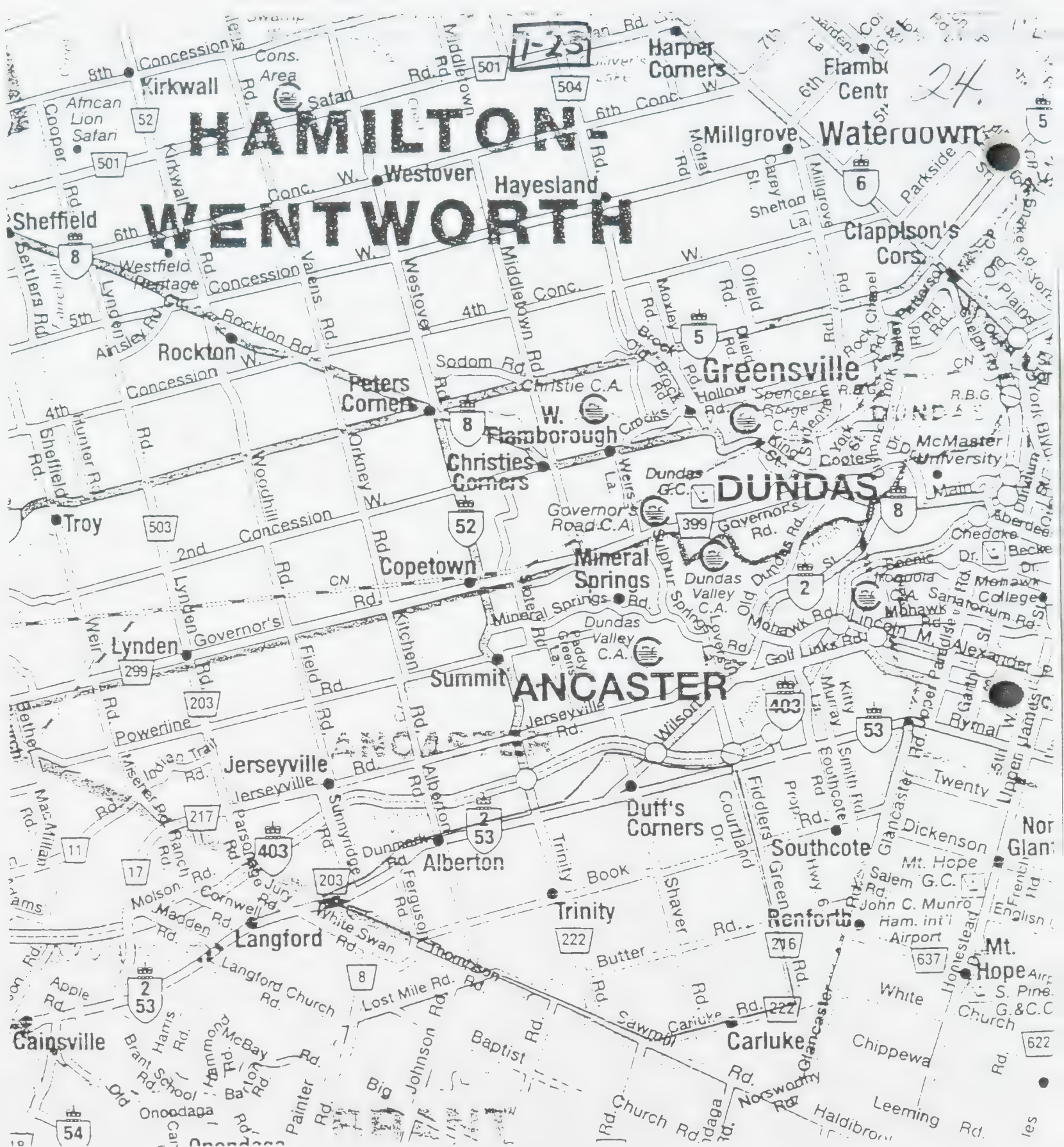
23.

Map #5

PROPOSED HWY. 5 BY-PASS
(Approximate Location)



HAMILTON WENTWORTH



MAP # 6

7-24

25.

Attachment 2

Grange, and Maple Lane, Principal's School Condition Reports

1-25
Instructional Facilities Review
School Accommodation Review Worksheet

26.

School: Maple Lane

Principal: Mrs. D. Aitken

Council Chair: Mr. D. Comand

	Issues	Potential Solutions
Program Viability Issues	<ul style="list-style-type: none"> The School Council, parents and staff are pleased with regular class programming and the delivery of the Ontario Curriculum. Needs of Identified students are being met in the regular class. A great deal of grade teaming as well as school wide teaming with staff occurs regularly for organized events. The arrangement of 2 classes per grade allows for flexibility in student placement i.e. separate personalities A large gym (with stage) lends itself well for physical education outcomes as well as drama presentations. A Computer lab is utilized to meet specific expectations and for word processing. Creative time tabling <i>this year</i>, has provided the students with extra library time, and a qualified teacher to address the music outcomes. A greater occurrence of supervision per teacher is scheduled L.R.T. allocation is insufficient to meet the needs of students who are identified or in the process of identification or who are at risk. E.A. allocation needs to be increased 	<ul style="list-style-type: none"> The formula for LRT, and library allocation needs to be reviewed for twinned /unit schools Ministry issue
Occupancy Issues	<ul style="list-style-type: none"> Ministry Rated Capacity : 25x6=150 Modified Facility Capacity : 25x8=200 Enrolment as of Nov 17 = 199 Out of Catchment = 9 (5 JK+4 others) There are two grade1 classes, two grade 2 classes and a ½ Split Class (6 regular sized classrooms - includes computer room) plus LRT room and teacher resource room) 	<ul style="list-style-type: none"> projections = 173 (2008). Still within modified Facility Capacity (70% of 200 = 140)
Structural Condition Issues	<p>Outside:</p> <ul style="list-style-type: none"> Roof is in fairly good shape Some surfaces of the brick are beginning to deteriorate (small area) Freshly painted exterior windows have been upgraded Drainage in parking lot is poor Tarvia in good shape except for an area 5'x4' which needs patching. Fenced JK area more fencing needed for completion of cul de sac area Excellent playground structure and green space <p>Inside :</p> <ul style="list-style-type: none"> "Pathways" School (One floor easy access) Wheel chair lift in gym interior has been newly renovated and painted acoustic tiles needed in hallways for sound reduction Newly wired Computer Lab Large J.K. Room and S.K. Room Toilets retrofitted (energy savings) (height appropriate for primary) New Fountains (height appropriate for up to Grade 2) Air Conditioning needed in Computer Lab and in one portapak classroom 	<ul style="list-style-type: none"> Repairs and maintenance issues are minor and are dealt with by Caretaking and Plant Department No major structural issues due to 1999 retro fit
Other Issues:	<p>Transportation</p> <ul style="list-style-type: none"> There are 171 students who are bussed and 28 students who either walk or are picked up/dropped off <p>Administrative Allocation</p> <ul style="list-style-type: none"> No Vice Principal. Unit school with Grange - half time principal for school approaching 200 very young children <p>Plant</p> <ul style="list-style-type: none"> Maple Lane School is a primary child centered structure. Everything, including the library shelves and coat racks have been purchased/installed to meet the needs of primary children 	<ul style="list-style-type: none"> Bussing is essential to keep M.L. a viable school. Transportation routes need to be examined carefully to ensure efficiency. If Maple Lane population ,exceeds 200, re-allocation of administrative support needs to be reviewed by Board to re-establish equity. Given the structure and the dollars spent to make Maple Lane a Primary facility ... continuation of a primary school seems justified

Respectfully Submitted by :

Diane Aitken

Sandy Nosal

Bruno Polewski

School: GrangePrincipal: Mrs. D. AitkenCouncil Chair: Mrs. S. Nosal

School Accommodation Review Worksheet

	Issues	Potential Solutions
Program Viability Issues	<ul style="list-style-type: none"> The School Council, parents and staff are pleased with regular class programming and the delivery of the Ontario Curriculum. Needs of Identified students are being met in the regular class. Some grade teaming as well as extra curricular activities The arrangement of 2 classes per grade allows for flexibility in student placement i.e. separate personalities A large gym (with stage) lends itself well for physical education outcomes as well as drama presentations A Computer lab is utilized to meet specific expectations and for word processing. A new French room this year has been able to assist the "visual" learner to acquire the French Outcomes Creative time tabling <i>this year</i>, has provided some students with a qualified teacher to address the music outcomes. L.R.T. allocation is insufficient to meet the needs of students who are identified or in the process of identification or who are at risk. E.A. allocation needs to be increased 	<ul style="list-style-type: none"> The formula for LRT, and library allocation needs to be reviewed for twinned /unit schools Ministry issue
Occupancy Issues	<ul style="list-style-type: none"> Ministry Rated Capacity = 159 Modified Facility Capacity = 309 Enrolment as of Nov 17 = 257 / Out of Catchment = 5 There are two grade 3 classes, two grade 4 classes, two grade 5 classes, a 5/6 class, two grade 6 classes, and a Junior Comprehensive/SLD class (14 regular sized classrooms - includes computer room, French room plus 2 LRT rooms) See "Other Issues" 	<ul style="list-style-type: none"> Enrolment projections never drop below 218 which is still over 70% of the Modified Facility Capacity Movement of Spec. Ed. class to advantage another school (reducing the Ministry Rated Capacity / increasing number of students) = potential solution Given Modified Facility Capacity, Grange could ultimately include more students in the future (gives Board more flexibility)
Structural Condition Issues	<p>Outside:</p> <ul style="list-style-type: none"> Roof is in excellent condition / Windows have been upgraded Tarvia in excellent shape - new section of tarvia added this fall Excellent bus drop off and pick up area (very efficient) Wonderful Green space (needs some more sodding -1/3 completed) Plan in progress for playground area to be designed by students/community Forest area requires some tree "pruning" and more wood chips for ground cover Some large trees in front may need to be cut done (Spruce Disease) Creative playground equipment is "tired" and needs constant repair Wonderful student created gardens at front of school (teaching/learning gardens) <p>Inside :</p> <ul style="list-style-type: none"> "Pathways" School (One floor easy access) interior has been newly painted Newly wired Computer Lab New Sound System (1999) installed If JK and SK were to be reintroduced into this school, there is not a classroom big enough to accommodate needs of these programs Some ceilings (4 classrooms need "Lock Safe" application) New Fountains Carpet in library needs replacing 	<ul style="list-style-type: none"> Repairs and maintenance issues are minor and are dealt with by Caretaking and Plant Department Ongoing sales of Yogurt plus any necessary fundraising will be used to support this initiative Problem becomes solution Storage at Grange is no longer a problem due to the annexing of Maple Lane with the exception of storing gym equipment
Other Issues:	<p>Transportation</p> <ul style="list-style-type: none"> There are 215 students who are bussed and 42 students who either walk or are picked up/dropped off <p>Other uses of Facility</p> <ul style="list-style-type: none"> School is used by First Base to provide before/after school Day Care School is used by Mohawk College for Computer class <p>Administrative Allocation</p> <ul style="list-style-type: none"> No Vice Principal. Unit school with Maple Lane - half time principal for school population over 250 with a needy (ie behaviour) Special Education class, high bussing numbers 	<ul style="list-style-type: none"> Bussing is essential to keep Grange a viable school. Transportation routes need to be examined carefully to ensure efficiency. Use money generated from rentals for Technology repair and upkeep Re-allocation of administrative support needs to be reviewed by Board to re-establish equity.

use Note: The transition from the Primary School to the Junior school is eased through the sharing of staff, having one School Council and emphasis on the continuity of routines, Code of Conduct and other School Policies.

Respectfully Submitted by:

Diane Aitken

Sandy Nosal

Brian Polowski

Hamilton-Wentworth District School Board

MEMORANDUM

To: Business Committee of the Board
 From: Gibson, Robert Land, Sanford Avenue School Closure Review Committee
 Date: March 19, 2001
 Subject: Gibson, Robert Land, and Sanford Avenue School Closure and the Creation of a New School

1.0 Background

- 1.1 The Gibson, Robert Land, and Sanford Avenue School Closure Review Committee was struck to address the following Type I April 2000 project suggested by the Board.

"A new elementary school would be built to replace the existing Sanford Avenue School. The new school would be of sufficient size to accommodate a JK-8 program. The new facility could also see students from Gibson Elementary School and Robert Land Elementary School attend."

- 1.2 The committee members agreed to have Don Jaffray, Executive Director of the Social Planning and Research Council of Hamilton-Wentworth, facilitate the committee.

- 1.3 Composition of the Committee:

Superintendent of Education (Chair)	Chuck Reid
Trustee	Eleanor Johnstone
Superintendent of Business	Don Grant
Manager of Accommodation	Daryl Sage
OSSTF/OCTU Support Representative ..	no representative
CUPE Support Representative	Larry Hardman
Non-Parent Ratepayer	no representative

Gibson School

Principal	Brenda Adamowich
Teacher	Kara Ryce
School Council Chair	Tracie Muise
Parent Representative	Peggie Dugan

Robert Land School

Principal	Bob Russ
Teacher	Judi Vandendool
School Council Chair	Bertha Duric
Parent Representative	Idella Mastenbroek

Sanford Avenue School

Principal	Donna Quigley
Teacher	Helene Donohoe/Anne Carey
School Council Chair	Nancy Sherry
Parent Representative	Terese Millward

- 1.4 Dates and Locations of Meetings:

September 18, 2000	Sanford Avenue School
October 2, 2000	Robert Land School
October 23, 2000	Gibson School (Public Presentation)
December 18, 2000	Gibson School
January 15, 2001	Sanford Avenue School
January 22, 2001	Robert Land School
February 12, 2001	Gibson School
February 19, 2001	Robert Land School

1.5 Delegations in Order of Presentation at October 23, 2000, Meeting:

St. David's Church	Don MacVicars
Parent/Robert Land School	Joelle Moxham
Concerned Citizen	Andrew Corbier
Concerned Citizen	Allison Skelly
North Central Community Association ...	Gerry Polmateer
Parent	Phil Shanks
Parent Volunteer/Gibson School	Mrs. Mitchel
Teacher/Gibson School	Scott McNie
School Council/Sanford Avenue School ..	Caroll Riddell
Teacher/Sanford Avenue School	Juanita Hardy
Pinky Lewis Recreation Centre	Written Submission

1.6 Committee Decision-Making Procedure:

Through a consensus agreement, the committee supported the following:

- *the construction of a new school on the current Sanford Avenue site*
- *the closure of Gibson, Robert Land, and Sanford Avenue Schools after the opening of the new school*

2.0 Recommendations of the Gibson, Robert Land, and Sanford Avenue School Closure Review Committee

- 2.1 Before students are moved to an alternate site, a financial plan for the creation of a new school will be approved by the Board.
- 2.2 That the current Sanford Avenue School building be demolished and a new school be built on the site.
- 2.3 That the new school will service the current catchment area of Gibson, Robert Land, and Sanford Avenue Schools.
- 2.4 That the closure of Gibson and Robert Land Schools will take place after the 'new' school has been built.
- 2.5 That the Board partner with the North Central Community Association and the City of Hamilton to create a plan of action to ensure the current recreational supports of the Keith Community are not adversely affected by the closure of Robert Land School. The Toronto District School Board addressed community issues during their school closure review process. The committee suggests the Hamilton-Wentworth District School Board engage a similar process for the Keith community.
- 2.6 That the Board engage the current community partners supporting each of the three schools and develop a transition plan to ensure all these supports continue to flourish and grow.
- 2.7 Artifacts from each of the current three schools must be incorporated in the new construction. The historical nature of the three sites must also be preserved in some manner. Operationally this would mirror what the Board undertook when they built Strathcona School.
- 2.8 That the Board create a committee to consider the naming of the new school.
- 2.9 That the new school shall not exceed 800 students. Operationally the school would initially serve a K-to-Gr. 5 population. As the student population continues to decline in the area, the school would move to a K-to-Gr. 8 model.

3.0 Rationale

The rationale behind the School Closure Review Committee recommendations for closure may be found in the following appendices:

Appendix A: Impact Summary - Creating a New School

(Closure of Gibson, Robert Land and Sanford Avenue Schools))

Appendix B: Impact Summary - Status Quo

(Gibson, Robert Land and Sanford Avenue Schools Remain Open)

**Gibson/Robert Land/Sanford Avenue School Closure Review
IMPACT SUMMARY**

**CREATING A NEW SCHOOL
(Close: Gibson, Robert Land, and Sanford Avenue Schools)**

**PROGRAM
IMPLICATIONS**

New Building Will Offer:

- resources will be consolidated and used more effectively
- specialized programs will be more easily accommodated through greater flexibility in how prep-time teachers are deployed
- a large student body would necessitate a school organization that would support divisional planning and straight grades
- with the access to two gyms and the recreation centre, physical education will take place in facilities which will support regularity and variety of program delivery
- a large school provides for a greater pool of special education support staff, which can be deployed in a more specific rather than a general manner
- a larger school population insures increased support re: social work services
- a new building will provide program enhancements through improved library, resource centre, and facility design which address developmental/divisional needs (i.e. Sanford was built as a secondary school and is currently being used to educate primary and junior-age students)

Issues and Concerns:

- the creation of a new building may force the displacement of French Immersion from Sanford Avenue School, thereby eliminating the only French Immersion site in the city west cluster
- the possible displacement of special education classes is a concern
- partnerships which currently exist at individual sites, which assist in improved student learning, may be threatened if not managed through a planned transition

**SCHOOL
ENROLMENT
PROJECTIONS**

Projected FTE Enrollment (JK – Grade 5)

	2002	2003	2004	2005	2006	2007	2008	2009	Min Rated Cap.
Gibson - <i>Constructed in 1892</i>	215	213.5	207	207	202	199	197	199	424.5
Robert Land - <i>Constructed in 1914</i>	195.5	190	192.5	176.5	182.5	184.5	187.5	186.5	393.5
Sanford - <i>Constructed in 1932</i>	332.5	337.5	333	314	302	293.5	282.5	279	775.5
Total -	743	741	732.5	697.5	686.7	677	667	664.5	

Addition of grades 6, 7, 8

Gibson -	106	101	106	103	105	102	103	96
Robert Land -	88	101	92	102	89	89	69	77
Sanford -	147	140	145	158	170	172	163	154
Total -	1084	1083	1075.5	1060.5	1050.5	1012	1002	991.5

STUDENT ENROLMENT PROJECTIONS (cont'd)	<p><u>A New Building Will Offer:</u></p> <ul style="list-style-type: none">• a primary/junior setting until the student population decreases to allow for the establishing of a K-8 school• the middle schools of Bennetto, Prince of Wales, and Tweedsmuir would continue to serve the new site, until the student population began to decline <p><u>Issues and Concerns:</u></p> <ul style="list-style-type: none">• parents have expressed a concern that a large school of 500+ students will create an educational setting that is less personalized; "students will get lost in the larger setting"• one presentation suggested the area needs to have its boundaries adjusted to reduce the student population created by the consolidation of the three schools																		
FINANCIAL IMPACT	<p><u>The Financial Impact, including the Effects on Operational Costs and Capital Implications:</u></p> <table><tr><td></td><td><u>Building Maintenance</u></td><td><u>Operation Costs</u></td></tr><tr><td>Gibson -</td><td>\$ 594,360 (projected to 2008)</td><td>\$ 1,311,066 x 7yrs = \$ 9,177,462</td></tr><tr><td>Robert Land -</td><td>\$ 495,074 (projected to 2008)</td><td>\$ 1,409,548 x 7yrs = \$ 9,866,836</td></tr><tr><td>Sanford -</td><td>\$ 4,011,002 (projected to 2005)</td><td>\$ 2,174,052 x 7yrs = \$15,218,364</td></tr><tr><td>Total</td><td>\$ 5,100,436</td><td>\$ 4,894,666 \$ 20,565,662</td></tr></table> <p><u>Current Operational Cost Per Student (as of 2000):</u></p> <table><tr><td><u>Robert Land</u> (217.5 FTE - 51.6% capacity) \$6480.68</td><td><u>Sanford Avenue</u> (364.5 FTE - 47% capacity) \$5964.49</td><td><u>Gibson</u> (220 FTE - 51.8% capacity) \$5959.39</td></tr></table> <ul style="list-style-type: none">• District cost per student: \$5661.59• the construction of a new building is estimated at a cost of \$10,000,000 <p><u>A New Building Will Offer:</u></p> <ul style="list-style-type: none">• a reduction in per student cost to the Board, by reducing operations and maintenance costs• student population and building capacity will be brought into alignment; currently, between Sanford Avenue/Gibson/and Robert Land, 50% of Ministry designated student classroom space is not being used. <p><u>Issues and Concerns:</u></p> <ul style="list-style-type: none">• the Board does not currently have a 'treasure chest' to address the construction costs of a new building• the community questions how a new school project will be financed• the placement of two crossing guards at the railway tracks at Wentworth Street will need to be introduced too ensure student safety		<u>Building Maintenance</u>	<u>Operation Costs</u>	Gibson -	\$ 594,360 (projected to 2008)	\$ 1,311,066 x 7yrs = \$ 9,177,462	Robert Land -	\$ 495,074 (projected to 2008)	\$ 1,409,548 x 7yrs = \$ 9,866,836	Sanford -	\$ 4,011,002 (projected to 2005)	\$ 2,174,052 x 7yrs = \$15,218,364	Total	\$ 5,100,436	\$ 4,894,666 \$ 20,565,662	<u>Robert Land</u> (217.5 FTE - 51.6% capacity) \$6480.68	<u>Sanford Avenue</u> (364.5 FTE - 47% capacity) \$5964.49	<u>Gibson</u> (220 FTE - 51.8% capacity) \$5959.39
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FACILITY CONDITIONS INDEX	<p><u>A New Building Should Offer:</u></p> <ul style="list-style-type: none">• space for the providing of English as a Second Language, French Immersion and Native as a Second Language programming• space for special education specialty classes• a plant design that facilitates maximum security for children and staff• classrooms should be equipped to provide natural lighting, appropriate ventilation and central office communications• space for parent conferencing, volunteer and community work• a large office space to address the needs of a large student population• facilities for before and after school child care and a day nursery <p><u>Issues and Concerns:</u></p> <ul style="list-style-type: none">• without the creation of a new building, the Board will continue to carry the costs of maintaining old, inefficient buildings at 50% capacity																		

**SCHOOL
ATTENDANCE
AREA**
Current Attendance Boundaries:

Gibson – From the CNR line at Wentworth St. N.; east along the tracks to the middle of Birch Ave.; north to the TH&B line; east to the middle of Sherman Ave. N.; south to the middle of Cannon St. E.; west to the middle of Birch Ave.; south to the middle of Wilson St.; west to the middle of Sanford Ave. N.; north to the middle of Barton St. E.; west to the middle of Wentworth St. N.; north to the CNR line.

Robert Land – from the middle of Wellington St. N. at the harbour; east along the shore to the middle of Wilcox St.; south to the TH&B line (south of Imperial St.); west to the middle of Birch Ave.; south to the CNR line; west to the middle of Wentworth St. N.; south to the middle of Barton St. E.; west to the middle of Wellington St. N.; north to the harbour.

Sanford – from the middle of Barton St. E. at East Ave. N.; east along the middle of Barton St. E. to the middle of Sanford Ave. N.; south to the middle of Wilson St.; east to a point west of Fairleigh Ave. N.; south to the middle of Main St. E., west to the middle of Emerald St. S.; north to 31 Emerald St. S; west to 58 East Ave. N.; north along the middle of East Ave. N. to the middle of Barton St. E.

A New School Will Offer:

- 50% of the students who attend Gibson School will be closer to the 'new school'
- 33% of the students who attend Robert Land School will be closer to the 'new school'
- all of the current Sanford students will not be affected by the building of a 'new school'

Issues and Concerns:

- Two thirds of Robert Land's student population will be required to cross four sets of railway tracks situated on Wentworth Street. The placement of two crossing guards at the tracks will be necessary to ensure student safety
- The distance from Sanford to the north side of Robert Land School is a concern for parents. Children walking home during 'dusk', due to their participation in after-school activities, is a great concern. The safe travel on these city streets during this time of day needs to be addressed.

**CAPITAL NEEDS OF
PARTNER SCHOOL**

- the new school will cost approximately \$10,000,000

**STAFFING
IMPACT**
The New School Will Offer:

- a reduction of administrative staff between the three schools (at least one administrative FTE will be available for redeployment)
- teaching staff will remain the same at approximately 47.3 FTE
- school operations will be reduced by five positions, allowing for redeployment
- school office staff will be reduced by one
- consolidation of the schools will allow for more prep-time flexibility which will allow for the creation of specialized teachers (i.e. music, physical education, drama, etc.)
- the amount of individual time a teacher will have to devote to non-instructional supervision will be reduced, allowing for more freedom to prepare and communicate with parents

Issues and Concerns:

- a system of placing and transferring of teachers will need to be addressed (the model used by the Toronto District School Board during its school closure review process was discussed/viewed as a model our Board should consider)
- the continuity between staff and student body needs to be considered in the transition process

TRANSPORTATION IMPACT	<p><u>The New School Will:</u></p> <ul style="list-style-type: none"> • not create any transportation needs for the students of Sanford Avenue • provide transportation to Gibson students who are of kindergarten age, who reside by the TH&B yard by Sherman Avenue North (approximately a city square block area) • provide transportation to Robert Land students who are of kindergarten age, who reside one block north of Robert Land School • not create a situation where students of grade 2 and above receive regular transportation <p><u>Issues and Concerns:</u></p> <ul style="list-style-type: none"> • the Robert Land community may request some busing under the safety provision of the Transportation Policy
OTHER SCHOOL USES	<p><u>The New School Will:</u></p> <ul style="list-style-type: none"> • be created on the current site of Sanford Avenue School • constitute the selling of Robert Land and Gibson Schools <p><u>Issues and Concerns:</u></p> <ul style="list-style-type: none"> • both Gibson and Robert Land Schools are located on property which may not be sold quickly; large vacant buildings attract vandalism and do not enhance the community at large
SOCIAL ENVIRONMENT IMPACT	<p><u>The New School Should Work to Provide:</u></p> <ul style="list-style-type: none"> • an ongoing plan to maintain and expand the school partnerships currently enjoyed by the Keith, Barton and Sanford neighbourhoods • increased social work services, due to an increase in student population <p><u>Issues and Concerns:</u></p> <ul style="list-style-type: none"> • leaving two large empty buildings on Wentworth Street and Barton Street will negatively impact on the community • property values will be negatively affected within the Gibson and Keith neighbourhoods if the schools are closed • the community center at Robert Land will be negatively affected and will require a commitment from the Board to work with the City of Hamilton and the North Central Community Association in dealing with this issue • a large school setting reduces the intimacy created in small educational communities • school accessibility for some students of Robert Land and Gibson will be reduced • a social transition plan will need to be created to bring Robert Land, Sanford and Gibson communities together

**Gibson/Robert Land/Sanford Avenue School Closure Review
IMPACT SUMMARY**

**STATUS QUO
(Gibson, Robert Land, and Sanford Avenue Schools Remain Open)**

**PROGRAM
IMPLICATIONS**

Status Quo will offer:

- specialty programs which would not be threatened through a transition to a new site; space would be available for special education specialized classes, French Immersion, Native as a Second Language classes
- system planning and inservice space at Sanford Avenue School would remain
- community partnerships which have been established at each of respective school sites would not be disrupted and the fear they would be lost due to a pending school amalgamation would be eliminated
i.e. Robert Land has strong ties with Rotary and North Central Community Association
Gibson has strong links with Brock University and the local firefighters
Sanford Avenue is connected with the local Police and Pinky Lewis Recreation Centre
- flexibility of student programming due to the extra space available at each of the schools
- separate space for parent volunteers, School Councils, Parent Associations and community organizations

Issues and Concerns:

- split grades will continue to be a challenge at each of the school sites
- as student populations decrease, the opportunity for professional networking of staff will also decrease due to increasing demands for non-instructional supervision duty
- much needed program resources will be affected by the operational and maintenance costs of the three 'older' buildings operating at 50% capacity
- the opportunity for the schools to organize with the intent of creating specialized teachers will be decreased due to small student numbers
- the threat of decreasing administrative and secretarial support at each of the school sites will be present due to decreasing student numbers

**SCHOOL
ENROLMENT
PROJECTIONS**

Projected FTE Enrollment (JK – Grade 5):

	2002	2003	2004	2005	2006	2007	2008	2009	Min. Rated Cap.
Gibson - <i>Constructed in 1892</i>	215	213.5	207	207	202	199	197	199	424.5
Robert Land - <i>Constructed in 1914</i>	195.5	190	192.5	176.5	182.5	184.5	187.5	186.5	393.5
Sanford - <i>Constructed in 1932</i>	332.5	337.5	333	314	302	293.5	282.5	279	775.5
Total -	743	741	732.5	697.5	686.7	677	667	664.5	

Addition of grades 6, 7, 8

Gibson -	106	101	106	103	105	102	103	96
Robert Land -	88	101	92	102	89	89	69	77
Sanford -	147	140	145	158	170	172	163	154
Total -	1084	1083	1075.5	1060.5	1050.5	1012	1002	991.5

**SCHOOL
ENROLMENT
PROJECTIONS**
(cont'd)

Status Quo will offer:

- a primary/junior setting with a decreasing student population
- the middle schools of Bennetto, Prince of Wales, and Tweedsmuir would continue to serve the three schools

Issues and Concerns:

- will the Board's catchment redefinition of the District impact on the current status quo of the three schools, thereby addressing the unused student spaces available at each of the schools?
- the natural student decline in the three school's catchment areas will continue to increase the unused student space between the three buildings

**FINANCIAL
IMPACT**
The Financial Impact, Including the Effects on Operational Costs and Capital Implications:

	<u>Building Maintenance</u>	<u>Operation Costs</u>
Gibson -	\$ 594,360 (projected to 2008)	\$ 1,311,066 x 7yrs = \$ 9,177,462
Robert Land -	\$ 495,074 (projected to 2008)	\$ 1,409,548 x 7yrs = \$ 9,866,836
Sanford -	\$ 4,011,002 (projected to 2005)	\$ 2,174,052 x 7yrs = \$15,218,364
Total	\$ 5,100,436	\$ 4,894,666 \$ 20,565,662

Current Operational Cost Per Student (as of 2000):

<u>Robert Land</u> (217.5 FTE - 51.6% capacity) \$6480.68	<u>Sanford Avenue</u> (364.5 FTE - 47% capacity) \$5964.49	<u>Gibson</u> (220 FTE - 51.8% capacity) \$5959.39
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- District cost per student: \$5661.59 (includes District busing costs)
- costs for each student as compared to District average cost per student

Cost per Student:

	<u>Above District Average</u>	<u>Number of Student FTE in 2000</u>	<u>Total</u>
Robert Land	\$ 819.09	217.5	\$178,152.07
Sanford Avenue	\$ 302.90	346.5	\$104,954.85
Gibson	\$ 297.80	220	\$ 65,516.00

Total Operational Costs above system average for 2000: \$348,662.92

Status Quo will offer:

- operational costs per student will continue to increase as the student population of the area continues to decrease

Issues and Concerns:

- health and safety issues may become apparent if capital needs of each of the three buildings are not addressed
- the high operational costs and increasing capital needs of each of these three buildings will negatively impact on the District's ability to address physical and program renewal issues

FACILITY CONDITIONS INDEX	<p>Gibson: Built in 1892, the school sits on 1.25 acres of land. Is currently operating at 51.8% student capacity. It is a two-story building with a full basement area. The building benefits from a very dedicated cleaning staff. It is a clean building and the highly glossed wooden floors are one of its redeeming features. There are currently no high priority items which need to be addressed in the next eight years. Items at medium importance include exterior landscaping, outside tubular aluminum framing, interior painting and boiler replacement. The projected costs of these items is \$165,000 and it is suggested these items be addressed over the next five years.</p> <p>Sanford Avenue: Built in 1932, this three-storey building has the capacity to serve 775.5 students. It has a full basement, two gyms and a non-functioning cafeteria area. Originally built as a secondary school, its facilities poorly meet the program needs of primary and junior aged students. The facility does benefit from an adjoining recreation centre. The school is currently operating at a student capacity of 47.2%. Although the building is clean, it has dark hallways and is in great need of new windows. There are several items which need to be addressed according to the Schools Facilities Index. Lighting, repair of stairways, replacement of firewalls, roof repair, plumbing replacement and painting are only a few of the items listed for renewal. Items listed in the <i>urgent, high</i> and <i>medium</i> categories total \$499,700.00.</p> <p>Robert Land: Built in 1914, the school can hold 393.5 students and is currently running at 51.6% capacity. The school sits on 2.5 acres of land and does not have a great deal of green space. A two-storey building with a large basement area. It rests in an industrial area of the city and has a number of items requiring repair. Items requiring attention include floor tile and covering, boiler replacement, parking lot asphalt repair, paint and column replacement. These items total \$135,500.00.</p>
SCHOOL ATTENDANCE AREA	<p><u>Current Attendance Boundaries:</u></p> <p>Gibson – From the CNR line at Wentworth St. N.; east along the tracks to the middle of Birch Ave.; north to the TH&B line; east to the middle of Sherman Ave. N.; south to the middle of Cannon St. E.; west to the middle of Birch Ave.; south to the middle of Wilson St.; west to the middle of Sanford Ave. N.; north to the middle of Barton St. E.; west to the middle of Wentworth St. N.; north to the CNR line.</p> <p>Robert Land – from the middle of Wellington St. N. at the harbour; east along the shore to the middle of Wilcox St.; south to the TH&B line (south of Imperial St.); west to the middle of Birch Ave.; south to the CNR line; west to the middle of Wentworth St. N.; south to the middle of Barton St. E.; west to the middle of Wellington St. N.; north to the harbour.</p> <p>Sanford – from the middle of Barton St. E. at East Ave. N.; east along the middle of Barton St. E. to the middle of Sanford Ave. N.; south to the middle of Wilson St.; east to a point west of Fairleigh Ave. N.; south to the middle of Main St. E., west to the middle of Emerald St. S.; north to 31 Emerald St. S; west to 58 East Ave. N.; north along the middle of East Ave. N. to the middle of Barton St. E.</p>
CAPITAL NEEDS OF PARTNER SCHOOL	<ul style="list-style-type: none"> • not applicable
STAFFING IMPACT	<ul style="list-style-type: none"> • staff at each of the three schools will decrease as student population continues to drop • this will affect school organization and support programming

TRANSPORTATION IMPACT	<ul style="list-style-type: none">• not applicable
OTHER SCHOOL USES	<ul style="list-style-type: none">• not applicable
SOCIAL ENVIRONMENT IMPACT	<p><u>Status Quo will offer:</u></p> <ul style="list-style-type: none">• current community structures which exist on Barton and Wentworth Streets will be maintained• the non-interruption of current school community partnerships• a more intimate educational atmosphere will be maintained• the amount of student traffic over the Wentworth Street railway tracks will not be increased• the threat of large empty buildings existing on Wentworth and Barton Streets will be eliminated• the threat of property values being reduced and the negative impact on small business due to school closure will be eliminated <p><u>Issues and Concerns:</u></p> <ul style="list-style-type: none">• population decline within the three areas served will continue to create a high-cost delivery service of education• 'older' buildings can no longer address changing program demands; costs for changes in these buildings will in time outstrip the costs of creating a new learning centre• the opportunity to consolidate and specialize social supports will be lost due to the fracture of resources between the three schools• attendance boundaries will constantly be in question as the need to reorganize increases to fill the buildings

TO: The Business Committee of the Board
FROM: Templemead School Closure Review Committee
RE: Report of the School Closure Review Committee

RECOMMENDATIONS:

1. The Templemead School Closure Review Committee cannot support Fernwood Park or Peace Memorial closing at this time.
2. Further study of catchment areas is necessary.
3. French Immersion should be studied by the French Immersion Advisory Committee to look at where the program should be offered in line with high populations and the demand for French Immersion.

RATIONALE:

The Committee met six times to review the recommendation of the Report of the Board on the Renewal of School Facilities. The Templemead Committee was specifically reviewing the recommended closure of Fernwood Park Elementary School and Peace Memorial School in association with the construction of a new school on the south mountain. The following schools likely to be most impacted were included on the Review Committee: Eastmount Park, Highview, Hampton Heights, Huntington Park. The member participants of the Committee and meeting dates are attached in Appendix B.

The Hamilton-Wentworth District School Board approved at its June 2000 Meeting the construction of a new school in the Templemead neighbourhood. (block bordered by Rymal Road, Upper Ottawa, Stonechurch Road and Upper Gage) . Over 500 students who are transported to schools north of Lime Ridge Road reside in the block. The Committee accepted the reality of the opening of a new school and its associated impact on the distribution of students across a number of schools. The Committee used basic ideas presented by the Director at the initial meeting of all Review Committees on June 5, 2000.

The Committee studied several areas in accordance with the School Closure Policy of the Board. The Committee worked by consensus until the agreement on the final recommendations. There is consensus that a new school must be built in the Templemead neighbourhood to accommodate the over 500 students being transported to schools north of Limeridge Road and that some schools need to be closed. There is not agreement as to which schools should close. Consequently a vote by secret ballot of the participants present was taken.

The vote results are as follows:

8 votes YES that Fernwood and Peace Memorial be closed
 10 votes NO that Fernwood and Peace Memorial be closed
 2 abstentions

As a result of the deliberations of the Committee including consideration of presentations made by members of the community, the School Closure Committee for Templemead makes its recommendations for the following reasons:

1. We understand that a new school must be built, whether it be in the Templemead area or elsewhere, as well as we understand that some schools need to close. We need more information and more time to study this information before we make an informed recommendation.

As per Board policy for School Closure Committees, Policy 4.01, number 10, states that "The School Closure Review Committee will have the responsibility and the authority to review all appropriate data". This need has not been met.

The information needed for Fernwood Park/Hampton is as follows:

Recommendation # 1 continued.

- Reports confirming that Hampton Heights is a safe environment, completed by both the Board and independent companies. These will include, but not be limited to, air quality tests, asbestos tests, reports on what substances are in the tunnel that runs under the school, the plan for contending with the tunnel's contents.
 - Written confirmation of the boundary line, if there is one, between the two schools.
 - A written plan, such as an architectural blueprint, as to what upgrades/changes will be made to Hampton Heights. Along with this, we request a time line as to when these changes will be made and a written guarantee that these changes will indeed be made (monetary resources to complete the changes).
 - A written guarantee that, if Fernwood Park closes, the community will have input into who can buy the school/land.
2. We are not stating, in finality, that the two schools must not close. Other area schools who may be affected or may be a better option (such as Lisgar, Sherwood Heights) should be invited to attend further School Closure Review meetings because if these schools could possibly be affected, they should have representation and be able to voice their concerns/opinions. Inadequate catchment information is available and such information is critical, as each change to a catchment area impacts on another. Statistics used for all projections were based from 1998 to 2001. These figures made a significant impact on our decisions because of disparities between them. The Ministry Rated Capacity was originally used a criteria for closure. Fernwood Park has a capacity of 97 %, which is well above 70% set as a minimum.
3. A survey for French Immersion should be done across the system to look at numbers and the existing program schools resources. (JK - 8) (library, computers, learning centre, staffing) The possibility to open 2 SK's on the East Mountain to the Board boundary limit and then over the years build up to a middle school program in a JK - 8 setting, using Norwood as the model (when middle school classes were first opened at Norwood)

Attached to this Report is an outline of the matters concerning the schools reviewed. (Appendix A)

SUMMARY OF MAIN CONCERNS

STAFFING

- adjust secretarial and custodial staff at all schools to meet needs
- the Board staffing committee should establish staffing procedures in accordance with the collective agreement
- all JK-8 schools should have a Vice-Principal

PLANTS AND FACILITIES

- gymnasium facilities at JK-8 schools will need to be adequate for primary, junior and intermediate students
- Hampton Heights and Huntington will need improved gyms
- a second gym in a school of 500 is necessary
- JK-8 schools will need instrumental music rooms, additional office space, washrooms and fountains for all ages, change rooms, science labs, JK/SK play areas, safe asphalt, barrier free access in at least one building
- Kindergarten Rooms are needed at Hampton Heights and Highview
- avoid portable buildings for anything other than short term - schools are needed south of Rymal Road
- staff rooms, adult washrooms, parking lots to accommodate additional staff where enrolment grows as a result of catchment and school organization change
- heating and ventilation changes are necessary to provide a comfortable working environment year round in schools filled to capacity
- Templemead target date should be the Spring of 2002 not Fall 2002 so that the school is ready and there will be smooth transition

PROGRAM

- a full JK to 5 French Immersion program must be maintained and nurtured with sufficient numbers at each site to support positive school organizations for both French and English Programs and avoid fragmented programs.
- a French Immersion Program should be located on or near a main transportation artery and where there is support for the program
- special Education classes (system classes) might need to be moved, because vacant space at Lisgar, Highview, Eastmount Park, Huntington will no longer exist

SAFETY

- crossing guards, stop signs, pavement painting at intersections will need to be in place to ensure the safe crossing of streets such as Mohawk, Fennel, Upper Gage, Upper Sherman, Upper Ottawa
- improvements to school facilities must be completed prior to closing facilities and moving children - no construction while children are in attendance

RESOURCES

- Library and I.T. resources for K-8 must be in all K-8 schools
- desks, furniture, software, gym equipment for all grades must be at all sites
- some sharing is possible however more resources and adequate storage will need to be assured at all sites
- ensure any money (Board and Parent Raised) that is unused from a school that closes is transferred to the new school setting of the students from the closed school

AREA OF CONSIDERATION	IMPACT, REQUIREMENTS, SOLUTIONS
Program	<p><u>Relocation of Students from Peace Memorial and the French Immersion Program to Highview School</u></p> <ul style="list-style-type: none"> • What is the Board's Vision for French Immersion on the East Mountain? JK - Gr. 8 ? • ensure the integrity of the French Immersion Program is sustained and nurtured in a local setting • Public forum for French Immersion concerns • need to increase the size of the gym to permit school population to be present at once • need access to additional resources and budget to support materials for Intermediate division (desks, software, library materials, etc.) • retro-fit school to accommodate program such as Instrumental Music • ensure any money that is unused from a school that closes is transferred to the new school setting • First Base Program at Peace Memorial would need to continue • ensure adequate in-school teaching space and avoiding the 'a la carte' method of program delivery (eg. French, Resource, etc.) • ensure increased enrolment does not provide for a school full of split grade classes when combining English and French Program • ensure staff are fully trained and qualified at new site • ensure staff are aware of upcoming plan and willing to commit to the long term plan for implementation • Concerns that newly purchased materials and equipment at Fernwood Park move to Hampton Heights • Furniture - for intermediate students • Library Resources - 6, 7, 8 • No room suitable for Instrumental Music • Office space not adequate • D.D. class at Huntington Park may need to go with Lisgar coming. <p style="text-align: right;">} Huntington Park</p> <ul style="list-style-type: none"> • re Vision - why is JK/8 concept best for kids
Enrolment	<ul style="list-style-type: none"> • would like to ensure students coming from outside original catchment area do not require busing. • ensure the increased numbers at Eastmount Park do not create the need for portables • need to renovate a classroom if Kindergarten numbers warrant additional classroom • see East Mountain Schools - Overview on last page of report
Catchment - Boundary	<ul style="list-style-type: none"> • Hampton's attendance is directly affected by what is happening to Lisgar. It is changing to JK-8 or will 6-8 come to Hampton? • Huntington- If JK-8 we would anticipate 300 - 325 students - might be able to handle 6,7,8 from Lisgar too - +150 (450 est.)

AREA OF CONSIDERATION	IMPACT, REQUIREMENTS, SOLUTIONS
Facility Condition	<u>Hampton Heights</u> <ul style="list-style-type: none">• need a larger and safer re-asphalted playground area to accommodate more students• need a larger parking lot to accommodate additional staff• widen pathway entry to playground from Fernwood (adjacent to parking lot)• relocate dumpster off playground• need to increase the size of the gym to permit school population to be present at once• need to increase the size and number of washrooms• since school is presently wheel-chair accessible, need to remodel all washrooms for this purpose and renovate doorways to accommodate all wheel chairs• upgrade windows to ensure energy savings• assurance that facilities at Hampton are upgraded and <u>ready</u> to receive Fernwood students (for primary: fountains, toilets, sink), only 1 gym at Hampton OR tear down Fernwood and Hampton and build a new school on the site <ul style="list-style-type: none">• Staff washroom on second floor• New windows / roof repair• Junior toilets in JK/SK room• Gym• Furniture Distribution• Computer & Library changes <ul style="list-style-type: none">• Capital needs for Hampton Heights. - Fernwood community wants school ready• Primary fountains, toilets, enclosed playground (are we going to be secure from future Fernwood building tenants) primary and junior desks, library resources, wheelchair accessible, JK/SK playground• Architect to survey Hampton• Ministry of Health to check out the condition of any tunnels or sealed areas under the school
	<u>Huntington Park</u> <ul style="list-style-type: none">• Negotiate with Recreation Dept. to use Huntington Park Rec. Centre gym half days• Huntington needs (for K-8)<ul style="list-style-type: none">1. Science Lab2. Change Rooms3. Increase head office space4. Renovate washrooms5. Instrumental Music Room6. New Roof7. Windows (terrible)8. Ventilation is poor -> we need better circulation (air conditioning)
	<u>Highview</u> : has similar room needs for providing for primary and junior students

AREA OF CONSIDERATION	IMPACT, REQUIREMENTS, SOLUTIONS
Effects on staffing	<p data-bbox="555 228 1163 265"><u>How staff will be deployed needs to be addressed.</u></p> <ul data-bbox="555 267 1480 653" style="list-style-type: none"> <li data-bbox="555 267 1480 340">• Is there existing language in collective agreements regarding closing schools and declaring staff surplus? <li data-bbox="555 375 1480 584">• Hampton Heights has reduced middle school excess staff <ul data-bbox="604 411 1480 584" style="list-style-type: none"> <li data-bbox="604 411 1480 448">- Apply for transfer to primary grades at Hampton Heights <li data-bbox="604 448 1480 485">- Move to Huntington Park (opening new middle school) <li data-bbox="604 485 1480 558">- Are all jobs at schools related to (affected by) Templemead and this school to be posted <li data-bbox="604 558 1480 584">- Issue to displace teachers i.e. Interviews / Posting <li data-bbox="555 584 1480 653">• Staffing issues - where do Fernwood Park and Peace Memorial teachers go? - teachers move with the school? <p data-bbox="555 689 802 726"><u>School Organization</u></p> <ul data-bbox="604 761 1463 864" style="list-style-type: none"> <li data-bbox="604 761 1463 834">- Split grades vs subjects, specifically rotary, one teacher for several grades or multiple subjects for 1 teacher per grade <li data-bbox="604 834 1463 864">- Assignment of Principal <p data-bbox="555 899 683 935"><u>Continuity</u></p> <ul data-bbox="555 970 1521 1655" style="list-style-type: none"> <li data-bbox="555 970 1521 1116">• We want staff of Fernwood to follow Fernwood students. We are concerned that this transition be the least disruptive as possible. The familiarity of our teachers would be reassuring to Fernwood students - especially the primary children <li data-bbox="555 1151 1521 1254">• As much as possible staff should stay with present children i.e. Fernwood to Hampton, Huntington & Highview to Templemead, Peace Memorial to Highview <li data-bbox="555 1254 1521 1291">• Huntington <u>may</u> need D.D. room re-located -> suggest Lisgar <li data-bbox="555 1325 1083 1362">• Could teachers move with the students? <li data-bbox="555 1362 997 1399">• Some continuity for the children <li data-bbox="555 1399 1450 1472">• Get a commitment for the staff to stay for one or two years at the new location or at their present location <li data-bbox="555 1507 989 1543">• Hiring of new staff at Highview <li data-bbox="555 1543 901 1580">• Special Education issues <li data-bbox="555 1580 1376 1617">• French Immersion issues - one site - Norwood Park vs two sites <li data-bbox="555 1617 1006 1655">• Offer existing staff positions first

AREA OF CONSIDERATION	IMPACT, REQUIREMENTS, SOLUTIONS
Transportation Impact –	<p><u>Crossing Guards</u></p> <ul style="list-style-type: none"> • Reassign crossing guards to allow for change in catchments • Crossing guards at Moxley and Mohawk and Kenilworth & Mohawk BUT not needed at 9th & Upper Ottawa or 10th & Upper Ottawa <p>Crossing areas / guards</p> <p><u>Other Issues</u></p> <ul style="list-style-type: none"> • Parents dropping off / picking up children • Playground use -> increased • Potential effect on school day (hours)
Financial Impact	<ul style="list-style-type: none"> • Representative Members of the Committee participated in walkthroughs of Hampton Heights and Highview with the Superintendent of Plant and architect present. • Members pointed out the changes and possible locations for conversion of rooms to accommodate a full Jk-8 Program eg. Kindergarten Rooms, larger gym space, washroom facilities, • The architectural plan and estimate was not ready by the time of the last meeting - it became available about a week later • Committees Members were invited back to a meeting with the Superintendent of Plant to review the drawings and plans and insure that the requirements listed were in line with the walkthrough • Estimated Budgets - estimates included figures for some optional items that are not considered essential to the conversion but that should be addressed as part of the general upkeep of the schools <p>Hampton Heights: \$ 627,000 (plus optional amount of \$275,000)</p> <p>Highview: \$ 605,000 (plus optional amount, including elevator of \$638,000)</p>

REPORT OF THE TEMPLEMEAD SCHOOL CLOSURE REVIEW COMMITTEE

Member Participants:

SCHOOL	NAME	POSITION
Fernwood Park	Adele Stanfield	School Council Vice-Chair
	Jodi Dillon	School Council Chair
	Diane Ridos	Teacher
	Nora-Lyn Veevers	Principal
	Anne Szelagiewicz	Non-parent rate payer
	Martha Clinch	Teacher
	Ruth Hall	Secretary
	Kathy Faulknor	Secretary
Peace Memorial	Carla Brice	Community Rep.
	Monique Martel	Teacher
	Bill Whittle	Principal
	Phyllis Smith-Trafford	School Council Chair / Home & School President
	Karen Champion	School Council Chair
Eastmount Park	Jean Petruszkiewicz	Principal
	Judy Colantino	School Council Chair
	Penny Copeland	Community Rep.
Highview	Marilyn Stewart	Principal
	Gene Bucci	Teacher
	Carla Brice	School Council Chair
Hampton Heights	Susan Gibson	School Council Chair
	Anne Luxon	Principal
	Denys McDonald	School Council Vice-Chair
	Connie Jain	Teacher
	Carol Palombella	Teacher
Huntington Park	Sabine Robinson	School Council
	Brenda Bradt	CUPE
	Don Morrow	Principal
	Heather Johnson	Teacher
	Paul Armstrong	School Council Past Chair
Other	Laura Peddle	Trustee - Ward 6
	Pat Gillie	Superintendent
	Terry Gallagher	Norwood Park Principal
	Debbie Edwards	Norwood Park School Council Co-Chair

MEETING DATES:

Meeting Number	Date	Time
1	June 5, 2000	7:00 - 9:00 p.m.
2	September 18, 2000	7:00 - 9:00 p.m.
3	October 2, 2000	7:00 - 9:00 p.m.
4	October 16, 2000	7:00 - 9:00 p.m.
5	December 13, 2000	7:00 - 9:00 p.m.
6	January 15, 2001	7:00 - 9:00 p.m.
7	January 29, 2001	7:00 - 9:00 p.m.

MOUNTAIN EAST SCHOOLS - OVERVIEW

MINISTRY RATED CAPACITY AND ENROLMENT				FOR REFERENCE		
Site Name	Official Sept. 1/00 M.R.C.	Oct.'00 F.T.E. Enrol.	F.T.E. Enrol. vs Cap. (%)	Oct.'99 F.T.E. Enrol	Oct.'98 F.T.E. Enrol.	NOTE
BURKHOLDER DRIVE	266.0	370.00	139.10%	378.00	366.00	4 portables
C. B. STIRLING	351.0	454.00	129.34%	477.00	467.50	1 portables
EASTMOUNT PARK	375.5	237.50	63.25%	249.00	258.50	
FERNWOOD PARK	228.5	222.50	97.37%	222.50	230.00	
FRANKLIN ROAD	494.5	352.50	71.28%	341.50	330.00	
G. L. ARMSTRONG	547.0	630.50	115.27%	642.50	642.50	2 portables
HAMPTON HEIGHTS	403.5	383.00	94.92%	386.00	376.00	
HIGHVIEW	473.5	401.00	84.69%	385.00	396.00	
HUNTINGTON PARK	433.5	383.00	88.35%	383.50	382.50	
LAWFIELD	327.5	353.00	107.79%	339.00	373.00	2 portables
LINCOLN M. ALEXANDER	326.0	278.00	85.28%	293.00	273.50	
LISGAR	409.0	226.00	55.26%	234.00	237.50	
PEACE MEMORIAL (FI)	400.5	227.50	56.80%	254.00	262.50	
RICHARD BEASLEY	277.5	300.00	108.11%	285.50	291.50	1 portables
SHERWOOD HEIGHTS	326.5	292.00	89.43%	297.50	307.50	
THORNBRAE	231.5	287.50	124.19%	291.00	308.00	4 portables
VERN AMES	302.0	283.50	93.87%	278.50	272.50	
Mountain East Totals	6,173.50	5,681.50	92.03%	5,737.50	5,775.00	

IMPACT ON TOTAL MRC OF ADDING ONE NEW SCHOOL AND NO CLOSURES

TEMPLEMEAD	500.0		100.00%		
Mountain East Totals	6,673.50	5,681.50	85.14%	5,737.50	5,775.00

PROJECTED ENROLMENT OF SCHOOLS THAT WOULD ACCOMMODATE STUDENTS FROM CLOSED SCHOOLS

	M.R.C.	Oct. 2000 Enrol.	NEW ENROL UNDER CLOSURE	Notes
FERNWOOD PARK	228.5	222.50	CLOSE	
PEACE MEMORIAL (FI)	400.5	227.50	CLOSE	
HAMPTON HEIGHTS	403.5	383.00	391	Becomes a Jk-8 School
HIGHVIEW	473.5	401.00	419	Becomes Jk-8 School with dual track French Immersion
HUNTINGTON PARK	433.5	383.00	411	Becomes a Jk-8 school

#10

Special Business Committee

The Hamilton-Wentworth District School Board

MEMO

To: Business Committee
From: Merv Matier, Director of Education and Secretary
Date: Monday, March 19, 2001
RE: Elementary (Type 1 Schools) School Closure Review

Recommended Action:

Moved by: _____

1. Chappel East/Chappel West

That Thornbrae School, Burkholder Middle School and Ryckman's Corners School be closed when a new JK – 8 school in the Rymal Road/Upper Wentworth area, is constructed.

2. Dewitt

That Mountain View School be removed from consideration for closure at the present time.

3. Gatestone

That Parkwood School be closed when a new JK – 8 school in the Gatestone area of Upper Stoney Creek is constructed.

4. Meadowlands

That Maple Lane School and Grange School be closed when a new JK – 8 school in the Meadowlands area of Ancaster is constructed.

5. Sanford

That Gibson, Robert Land and Sanford Ave. Schools be closed when a new JK-8 school is constructed on the Sanford Ave. site.

6. Templemead

That Fernwood Park School and Peace Memorial School be closed when a new JK-8 school, in the Templemead area is constructed.

Rationale:

The School Facilities Renewal Plan, approved by the Hamilton-Wentworth District School Board in April, 2000 (Appendix A) identified the need to:

- upgrade facilities
- build new facilities
- rationalize program delivery and
- redefine catchment boundaries

The Five-Year School Facilities Renewal Plan identified six projects (known as Type 1) for consideration within the next five years. It was recognized that these projects require new construction and are conditional on school closures and funding.

Attached are the reports from each of the six School Closure Review committees and following is a summary statement on each project from Executive Council:

Chappel East/Chappel West

Thornbrae School, Burkholder Middle School and Ryckman's Corners School are recommended for closure in association with the construction of a new JK-8 elementary school south of Rymal Road at Upper Wentworth. The continued building of new housing south of Rymal Road results in projected enrolment increases at these schools. All of them currently house students in portables and the enrolment measured against the Ministry Rated Capacity is well above 100%. The school sites have reached

the limit for adding portables. Within the immediate neighbourhoods of Thornbrae and Burkholder, there is no projection for growth in enrolment.

The Board currently owns a 7.5 acre site in this area and is in the process of exchanging it for a slightly larger 10-acre site in the same general area. Students living in this community are currently bussed to Thornbrae School, Burkholder Middle School and Ryckman's Corners School. The opening of a new school south of Rymal Road would reduce the enrolment at these schools and render them significantly under subscribed (40% to 70% of MRC). In addition to the new school for students living south of Rymal Road and along Rymal Road, students living north of Rymal Road can be accommodated for the most part within walking distance of the following schools: Franklin Road, Vern Ames and Lawfield, R.A. Riddell, James Macdonald and possibly Lincoln M. Alexander. In some instances, transportation in accordance with the Transportation Policy may apply for some students.

SCHOOL	GRADE	CURRENT ENROL	MRC	F.T.E. ENROL VS.CAP %	# STUDENTS TRANS PORTED	%AGE TRANS PORTED	PROJECTED NEW ENROLMENT	# PORTABLES
LAWFIELD	6-8	353	327.5	107.8%	131	37%	288	1
FRANKLIN	JK-5	352.5	494.5	71.3%	77	19%	477	0
BURKHOLDER	6-8	370	266	139.1%	161	44%	CLOSE	4
RYCKMAN'S	JK-5	170.5	147	116 %	98	49%	CLOSE	3
THORNBRAE	JK-5	287.5	231.5	124.2%	224	70%	CLOSE	4
VERN AMES	JK-5	283.5	302	93.9%	137	42%	271	1
LINCOLN	JK-5	278	326	85.3%	148	46%	TBD	1

Dewitt

Mountain View School was recommended for closure in association with the construction of a new JK to 8 school to be built in the Dewitt-Fruitland area of lower Stoney Creek. Lower Stoney Creek is an area with considerable population increase in both the Lake Avenue area and in new developments underway as one moves east and along the lakeshore. The need for a new school was supported although the Board currently has no site for a proposed new school in the Dewitt-Fruitland corridor. When a site is purchased and a new school is built, the school will have to accommodate over 250 students who currently are bussed to R.L. Hyslop and Green Acres as well as students from Winona, which is now reaching saturation point. Winona, which has a portapack and one stand-alone portable already, is currently at 140.4% capacity and is slated to increase to 160% capacity in the five-year projections.

Mountain View has a population of 323.5 f.t.e. (as of October 31, 2000) in JK to Grade 8. The Ministry rated capacity is 253. The five-year projection for Mountain View is 269.5, still in excess of the Ministry rated capacity. There would be insufficient space to accommodate all the Mountain View students in the new school to the east, or in other Stoney Creek schools which would be required to service the overflow from the Lake Avenue situation without serious detriment to the provision of special education classes in the area, ESL and specialty rooms for quality program.

Gatestone

Parkwood School in the Glanbrook area was recommended for closure in association with the construction of a new JK to 8 school in the Gatestone area of upper Stoney Creek. The pressing need for a new school in the Gatestone area to relieve the pressure on other upper Stoney Creek schools such as Janet Lee, Mount Albion and Tapleystown all of which have numerous portables and portapacks was agreed.

Parkwood has a population of 137.5 f.t.e. (as of October 31, 2000) in JK to Grade 6. The Ministry rated capacity is 196.0. Therefore, based on these figures, Parkwood is at 70.2% of the Ministry-rated capacity. The five-year projection for Parkwood is 129.5 and the 10-year projection is 123.5, showing further decline.

If a new school at Gatestone were built, approximately half of the students at Tapleystown would be repatriated to their own neighbourhood. This would open up sufficient accommodation at Tapleystown to house all the students from Parkwood. However, in order to reduce long bus routes from the extreme south-east part of the district and to capitalize on the JK to Grade 8 structure at each school, the catchment areas for Bellmoore and Tapleystown would be redrawn. While there is certainly going to be new development in the Binbrook area over the next decade, some of which is already underway; new student enrolment could be accommodated in Bellmoore and Bell-stone schools until a new school in the Binbrook area is built.

Meadowlands

Grange School has a Ministry Rated Capacity of 155.5, had 259.0 F.T.E. on October 31, 2000 and is projected to have 227 F.T.E. in 2005. Presently, 88% of its students are bussed. The Facility Condition Index includes \$843,081 in capital projects over the next 10 years.

Maple Lane School has a Ministry Rated Capacity of 155.0, had 156.0 F.T.E. on October 31, 2000 and is projected to have 143.5 F.T.E. in 2005. Presently, 83% of its students are bussed.

Building a JK-8 school in The Meadowlands will help our Board realize its accommodation/renewal vision of JK-8 facilities and will provide the Hamilton-Wentworth District School Board with a competitive presence in The Meadowlands area of Ancaster.

Sanford

A committee composed of members from each of the schools being considered for closure reached a consensus agreement, supporting the construction of a new school through the closure of Gibson, Robert Land and Sanford Ave. Schools.

- Built in 1892, Gibson School serves 220 F.T.E. students and is at 51% capacity
- Robert Land School opened in 1914 and is housing 217.5 F.T.E. students representing a student capacity of 51.6%
- Sanford Ave. School was built in 1932 and serves 364.5 F.T.E. students and is at 47.2% capacity.

Each of these buildings is in need of repair, having a projected joint facility upgrade cost of \$800,200.

Estimated at a cost of \$10,000,000, the new building would eliminate the facilities costs projected over the next nine years. A new building would also reduce the per-pupil costs to the Board. Using 2000 and 2001 budget figures, the total cost above system average is \$348,622.92 per year to educate students at Gibson, Robert Land and Sanford Ave. Schools. In addition, the creation of a new school would strengthen program delivery. With greater student numbers and the full utilization of facility space, the school will have the ability to focus resources, have greater flexibility in the deployment of these resources, as well as have an increase in resources available. This program enhancement is of great importance to these three schools, since the population currently being served has diverse and unique social and educational needs.

Templemead

Fernwood Park Elementary School and Peace Memorial School are recommended for closure in association with the construction of the new Templemead school approved by the Board for construction in the Templemead neighbourhood. (block bordered by Rymal Road, Upper Ottawa, Stonechurch Road and Upper Gage). Over 500 students who are transported to schools north of Lime Ridge Road reside in the Templemead neighbourhood. The removal of these students from schools north of Lime Ridge Road (Highview, Huntington) frees up space and enables the conversion of some schools to JK - 8. In addition to the new Templemead School, students can be accommodated at Eastmount Park, Highview, Hampton Heights, and Huntington Park School.

The plan recommends that most students from Peace Memorial attend Highview School. Some students from Peace Memorial living closer to Upper Sherman could attend Eastmount Park. Highview would become a Jk-8 school. The projected Jk-8 enrolment is 440 students, including French Immersion and Special Education Classes. The Ministry Rated Capacity for Highview is 473.5. The estimate for converting Highview to a JK-8 school is \$605,000.

The plan recommends that students from Fernwood Park attend Hampton Heights School thus converting it to a Jk-8 school. Students from Lisgar School currently attend Hampton Heights for grade 6,7,8 and would continue to do so. The projected Jk-8 enrolment for Hampton Heights is 391 with a Ministry Rated Capacity of 403. The estimate for converting Hampton Heights to a Jk-8 school is \$ 627,000.

The plan recommends converting Huntington Park to a JK-8 school that would accommodate students in the immediate block surrounding Huntington. In addition, students living south of Rymal Road in grade 6,7,8 would attend Huntington for grade 6,7,8. (currently attend Highview and Vern Ames) Students attending Sherwood also currently attend Highview for grade 6,7,8. Consideration about attendance will need to be given when the catchment analysis is done in connection with these recommended closures and conversions. Students could remain at Sherwood or could attend Huntington. Sherwood could also accommodate the dual track French Immersion Program. A walk through to convert Huntington has not been carried out as of yet. We estimate however that conversion would be similar to Highview or Hampton Heights.

The building of the new Templemead school, closing of two and the conversion of schools to Jk-8 does not complete the consolidation of enrolment for this part of the District. The five and ten year projected enrolment overall will go down. The ten year forecast shows enrolment at 4790 students. With out consolidation, capacity would fall to about 72 percent. Students south of Rymal Road are still transported. Some of this can be addressed in connection with the proposed Chappel East/West School. Further studies of schools on the East Mountain will be needed as the new catchments are worked out. This will have to be done in concert with catchment studies for the middle corridors of the mountain.

The Hamilton-Wentworth District School Board

Five Year School Facilities Renewal Plan

This five year school facilities renewal plan addresses the following types of issues:

- New Construction required in next five years, conditional on school closures and funding
- Potential School Closures not connected to new construction

Type 1

The following projects have been identified for consideration within the next five years. These projects require new construction and are conditional on school closures and funding. Projects listed in alphabetical order.

Potential School Closures:	Project Description:
Ancaster - Meadowlands Grange Maple Lane	Located in Ancaster on the south side of Golf Links Rd. and north of Hwy 53 on Kitty Murray Lane. The Board owns a vacant site consisting of approximately 6 acres. At present approximately 300 JK-8 students reside in this neighbourhood. This area continues to rapidly develop. A new elementary school is proposed to accommodate a JK-8 program.
Lower Hamilton - Sanford Gibson Sanford Avenue Robert Land	A new elementary school would be built to replace the existing Sanford Ave. School. The new school would be of sufficient size to accommodate a JK-8 program. The new facility could also see students from Gibson Elementary School and Robert Land Elementary Schools attend.
Lower Stoney Creek Mountain View	The Board would seek an available site located preferably to the east of Fruitland Rd. The site would be of sufficient size in order to accommodate a new JK-8 elementary school. The resulting impact would relieve pressure from the Dewitt Corridor and Winona Elementary School. The new school would also permit the redefinition of school boundaries starting easterly from Red Hill Creek. This would also provide much needed relief to the Lake Avenue School Area.
South Mountain - Chappel East/Chappel West Burkholder Dr Ryckman's Corners Thornbrae	Located in Hamilton in an area south of Rymal Rd. at Upper Wentworth. The Board currently owns a 7.5 acre site which is in the process of being exchanged for an abutting 10 acre site. This site would accommodate a new JK-8 elementary school. At present in excess of 200 JK-8 students reside in the immediate area which continues to be rapidly developed. The boundary for the new school would likely flow in a more east to west pattern and could be positioned to accommodate a portion of the Ryckman's Corners School community.

April 20, 2000

Appendix A

Potential School Closures:	Project Description:
South Mountain - Templemead Peace Memorial Fernwood Park	Located on the south-east mountain between Stonechurch Rd. and Rymal Rd., Upper Gage and Upper Ottawa. The Board owns a vacant site consisting of approximately 16 acres. At present in excess of 500 JK-8 students reside within this area. A new elementary school is proposed to accommodate a JK-8 program.
Upper Stoney Creek - Gatestone Parkwood	Located on Gatestone Drive in Upper Stoney Creek, the Board owns a 6 acre site. At this time there are approximately 350 JK-8 students greater than Ministry Rated Capacity in this area. Upper Stoney Creek continues to rapidly develop and a new elementary school would be built of sufficient capacity to accommodate a JK-8 program.

MINUTES OF THE BUSINESS COMMITTEE
FEBRUARY 8, 2001

Those present: Ray Mulholland (Chair pro tem), Judith Bishop, Robert Barlow, Eleanor Johnstone, Wes Hicks, Laura Peddle [arrived 8:15 p.m.], Ian Thompson, Bruce Wallace and Reg Woodworth.

Regrets: Wayne Marston and Lillian Orban.

In attendance: D. Grant (Superintendent of Business and Treasurer and Secretary pro tem), M. Botting (Superintendent of Instructional Services), N. Campbell (Superintendent of Education – Mountain West), K. Croxall (Superintendent of Education – County East), A. Cupido (Superintendent of Plant Services), P. Gillie (Superintendent of Education – Mountain East), W. Joudrie (Superintendent of Education – City East), C. Reid (Superintendent of Education – City West) and J. Wibberley (Superintendent of Education – Secondary West).

Also in attendance:

I. Polidori, Manager of Finance

D. Sage, Manager of Accommodation and Planning

L. Veerman, Manager of Budget

1. Call to Order

R. Mulholland called the meeting to order at 7:00 p.m.

2. Approval of Minutes of January 18, 2001

It was moved by B. Wallace: That the minutes of January 18, 2001 be approved.
CARRIED.

3. Business Arising from the Minutes

Nil

4. Approval of Agenda

Transportation Appeal (c) Kim Gater – Withdrawn

It was moved by J. Bishop: That D. Grant be appointed Secretary Pro-tem in M. Matier's absence.
CARRIED.

It was moved by J. Bishop: That the agenda be approved as amended.
CARRIED.

5. TRANSPORTATION APPEALS

(a) D. Pellerin

D. Pellerin spoke to her presentation indicating that although her daughter currently receives courtesy transportation, D. Pellerin would prefer to have a more permanent status of transportation.

In response to questions, D. Pellerin clarified that her daughter, Sarah, currently receives courtesy transportation; however, she is concerned with the walk her daughter must take to the existing bus stop.

(b) D. Brodati

D. Brodati presented his appeal noting that his son Jonathan Brodati receives bus tickets to travel 2.4 kms to school, including having to walk across Upper Gage and Mohawk Road. Instead of bus tickets he preferred to have a school bus provide transportation of his son to Westview.

In response to a query, D. Brodati clarified that he is concerned about the inequity of students living in his area receiving transportation to travel a shorter distance than his son who receives bus tickets. He then clarified that he would like a more direct form of transportation for his son.

ACTION ITEMS:

6. Transportation Appeal (a) D. Pellerin

D. Sage clarified that currently there is space available on the bus to allow courtesy riders; however, that could change if there were to be more eligible riders.

E. Johnstone noted in D. Pellerin's letter that she was willing to pay a user fee. She asked if other Boards in the province were charging a fee for transportation. D. Grant responded that it is not permissible for school board's to charge a user fee for transportation.

I. Thompson asked D. Pellerin if she had contacted with the City Counsellor about the lack of sidewalks and crossing guards. She responded that she had not.

R. Woodworth noted that no permanent decisions could be made with respect to courtesy transportation; however, he felt another stop could be added to the bus route in order to accommodate Sarah Pellerin.

It was moved by R. Woodworth: That a bus stop be added to the courtesy transportation bus route in order to pick up Sarah Pellerin.

J. Bishop asked whether there would be an additional cost to adding another stop on this bus route. D. Sage clarified that another stop could be added at no additional cost; however, there are frequent stops already scheduled on Stonechurch Road.

J. Bishop felt approving the recommendation would be amending the Courtesy Transportation Policy without a real safety issue.

To the motion, LOST.

B. Wallace noted that concerns raised by those presenting transportation appeals will be shared with the City.

7. Transportation Appeal (b) D. Brodati

E. Johnstone asked what the implications of direct service for this student would be. D. Sage responded that the process looks at students within the catchment for setting up the bus routes. When a student is travelling from outside the catchment, it is more difficult to find a bus travelling in the same direction and along the same route.

D. Brodati reiterated the inequity that students attending the neighbourhood school receive direct transportation to travel a shorter distance. He expressed his willingness to walk to a certain point in order to receive more direct transportation.

In response to a query, D. Sage clarified there are approximately 1500 students receiving bus tickets and, of those, 380 are special education students (this includes the gifted program).

\$11,000.

Lincoln Alexander	29,800.
Mount Hope (Portable)	12,640.
Cardinal Heights	14,300.
Central	30,000.
CARRIED.	

10. 2000/2001 Financial Report – December 31, 2000

D. Grant called upon L. Veerman to present the report.

L. Veerman reviewed the report noting that due to the elementary teacher strike/lockout earlier in the year, some of the expenditures are lower.

It was moved by E. Johnstone: That the 2000/2001 Financial Report – December 31, 2000 be received for information.

L. Veerman clarified the following points in response to questions:

- The first phase of the Substitute Employee Management System (SEMS) was implemented in January 2001.
- The Department Head budget line was higher than expected due to contract negotiations.
- The intent of Note 2 is to clarify why the classroom teacher line is at 33% rather than the expected 40%. (Result of non-payment of teacher salaries during strike/lock-out).
- The non-payment of teacher salaries during the strike/lock-out results in a reduction in grant money from the Ministry of Education to the Board.

J. Bishop emphasized that a clear message needs to be sent to the community that the Ministry of Education is not returning the grant money to the Board that was not paid during the teacher lock-out/strike.

To the motion, **CARRIED.**

11. 2000/2001 Resource Allocation Summary

D. Grant noted that through the months of February and March it is intent of administration to conduct information sessions in order to share the material in the Resource Allocation Summary with staff and other education partners.

It was moved by E. Johnstone: That the 2000/2001 Resource Allocation Summary be received for information.

Members commended staff on the information and clarity of the Resource Allocation booklet.

L. Veerman further clarified that when the budget was approved in June 2000, administration was not aware of the results of ISA claim submissions.

To the motion, **CARRIED.**

12. Transfer of Trust Funds from The Hamilton-Wentworth District School Board to The Hamilton-Wentworth District School Board Foundation

D. Grant called upon I. Polidori, Manager of Finance, to present the report.

It was moved by W. Hicks: That the Trust Funds of The Hamilton-Wentworth District School Board be transferred to The Hamilton-Wentworth District School Board Foundation.

I. Polidori indicated, in response to a question, that the Directors of the Foundation have not changed in the past year.

J. Bishop expressed concern that administrative costs of managing the foundation continue to be covered by the Board.

D. Grant clarified that the intent of this recommended action is to provide and that the trust funds from the former County Board become part of the Foundation so that all trust funds are administered on the same manner.

It was moved in amendment by J. Bishop: That the foundation information be referred to administration.

In response to a query, D. Grant advised members that the Foundation is a corporation separate and distinct from the School Board. There are two corporations, a school board and a foundation the only change is that all trust funds will be congregated in one area.

To the amendment, LOST.

To the motion, **CARRIED.**

13. The Audited Financial Statements of the Foundation

It was moved by E. Johnstone: That the audited financial statements for the year ended December 31, 1999 for The Board of Education for the City of Hamilton Foundation be received for information, and

That the audited financial statements for the eight-month period ended August 31, 2000 for The Hamilton-Wentworth District School Board Foundation be received for information.

I. Polidori made the following points/clarifications in response to questions:

- When an individual donates to the Foundation; however, doesn't specify where the money should go, the Director's Discretionary Fund would designate these funds.
- Similar funds are not always consolidated, as certain donors prefer to have their own trust.
- Each year, schools receive a booklet issued by the Foundation, describing each award and how to access the funds.
- If a school closure were to impact an award, the money would follow the students to the extent this practically possible.

To the motion, **CARRIED.**

Referring to the administrative costs of running the Foundation, J. Bishop made the following motion.

It was moved by J. Bishop: That The Hamilton-Wentworth District School Board Foundation Directors bring forward a report on the administrative costs of running the foundation.

CARRIED.

14. 2000/2001 Transportation Expenditure Forecast

D. Grant pointed out this is a good news report. He added there are more riders, less busses and the anticipated costs will be approximately \$600,000 less than the costs incurred in 1999/2000.

D. Sage noted that the report has been put together to give the trustees a perspective of where the Board will be as of June 30th, 2001. Noting the challenges of implementing the transportation policy, for example, balancing transportation service with community expectations, D. Sage noted the number of students that are transported today are higher than one year ago. Since the beginning of the school year, bell times have been maximized, vehicles are loaded within the budget parameters and five vehicles have been added to the original number of busses projected.

It was moved by R. Barlow: That the 2000/2001 Transportation Expenditure Forecast report be received for information.

CARRIED.

The public session then adjourned at 8:59 p.m.

kc

MINUTES OF THE SPECIAL MEETING
OF THE BUSINESS COMMITTEE
FEBRUARY 14, 2001

Those present: Lillian Orban (Chair), Judith Bishop, Eleanor Johnstone, Wes Hicks, Wayne Marston, Ray Mulholland, Laura Peddle, Ian Thompson, Bruce Wallace and Reg Woodworth.

Regrets: Robert Barlow

In attendance: M. Matier (Director of Education and Secretary), D. Grant (Superintendent of Business and Treasurer), M. Botting (Superintendent of Instructional Services), N. Campbell (Superintendent of Education – Mountain West), K. Croxall (Superintendent of Education – County East), A. Cupido (Superintendent of Plant Services), P. Gillie (Superintendent of Education – Mountain East), W. Joudrie (Superintendent of Education – City East), C. Reid (Superintendent of Education – City West) and J. Wibberley (Superintendent of Education – Secondary West).

Also: D. Sage, Manager, Accommodation and Planning

1. Call to Order

L. Orban called the meeting to order at 7:00 p.m.

2. Approval of Agenda

It was moved by W. Hicks: That the agenda be approved.
CARRIED.

3. Presentation: Report of the Scott Park School Closure Review Committee

E. Bond presented the report

4. Presentation: Report of the Mountain/Parkview School Closure Review Committee

E. Bond presented the report.

L. Orban thanked the Committees for the intensive and professional manner in which they reviewed the data and then identified, focused on and targeted the categories and issues. She commended the analysis of the pros and cons of school closure recognizing the thought and forethought in visioning the future for their children.

L. Orban added that the decision of the Business Committee and the Board will be in the best interests of the students of The Hamilton-Wentworth District School Board.

5. Report re Secondary (Type 2 Schools) Schools Closures Review

In presenting the report, M. Matier offered that Executive Council had considered four questions in the preparation of their recommendation regarding closure – does The HWDSB need to reduce its inventory of schools; does the closure of Scott Park contribute to the overall plan of the Board; is there rationale to support a recommendation for closure; is there an accommodation solution for students at Scott Park. He noted that for each question the answer was yes.

6. Discussion and Action re Scott Park

E. Johnston noted that step 11 of the School Closure Policy provides for three options for action. Noting that her motion related to the second option,

It was moved by E. Johnstone: That a new closure committee be struck with a broader community representation and a broader mandate to consider **all** of the options. It will report back to this Business Committee with their recommendations by **January**, 2002.

E. Johnstone suggested that the Board owed the same opportunity to the Scott Park community as the Parkview and Mountain Secondary School communities in the recommendations that the latter two schools be studied further. Believing the Ontario Government was driving the school closure process, she questioned the direction to close inner city schools in order to build schools in the suburbs. Closing Scott Park would close the only high school in Ward 3, adding that the school has become the heart of the community. She believed a year's delay would provide the opportunity to seriously look at other options.

E. Johnstone confirmed for L. Orban that her motion was in opposition to the Scott Park School Closure Review Committee's recommendation.

Speaking in opposition to the motion, B. Wallace pointed to the rationale given by administration and believed closure would be in the best interests of the program and enrolment. He noted that Wards 14 and 11 do not have secondary schools but the program needs of the students living in these area are met by attending secondary schools outside the Wards.

I. Thompson spoke in support of the motion. As a new trustee, he came to the school closure process late, expressing concern with the committee's composition, suggesting there was an over-representation of administration or school personnel.

R. Woodworth emphasized that the ultimate decision for closure or not is the decision of the trustees. While agreeing that some committee compositions were questionable, he suggested that more community representation would have created a bias on the other side of the question. The Board's decision, however, should be based on facts and figures, adding that it is program that drives a school and the students to success. He understood the community not wanting the school closed as he taught there for a number of years.

R. Mulholland noted he attended many committee meetings and felt the members were dedicated citizens of that community who addressed their mandate appropriately.

W. Hicks concurred that committee focussed on the one goal in the best interests of the students involved. In this situation, the key to the decisions is the enhanced program for the students that would result.

D. Sage responded to L. Orban's question that 500 students at Scott Park are in-catchment students; the others are out of catchment.

E. Johnstone pointed out that the boundaries for Sir John A. Macdonald Secondary School (Wentworth Street) and Delta Secondary School (Gage Avenue) have created an inequity for Scott Park in not allowing more students to enrol from that community.

To the motion by recorded vote: LOST, 2 in favour, 8 opposed

Those in favour, E. Johnstone and I. Thompson

Those opposed: W. Hicks, L. Peddle, R. Mulholland, J. Bishop, L. Orban, W. Marston, R. Woodworth and B. Wallace.

E. Bond responded to W. Hicks' questions that a 5-10 year projection does not indicate any significant bulge in population that would necessitate a change to the boundaries.

I. Thompson asked about the costs to meet the capital needs, the impact on transportation and the rental income per annum.

D. Grant responded that the amount from rentals was not a significant portion of the Board's total revenue.

T. Cupido responded that there would be no significant capital costs for the three receiving schools. He noted that:

- Delta

- there is sufficient space to accommodate the incoming students

- dependent on mix of students, there may have to be some minor modifications to some of the rooms

- parking for additional staff could be addressed through the scheduled repair to the parking lots, resulting in minimal additional costs

- not being the best design for one of our Pathways schools, there will be further consideration to significant modifications to address this area; however, it would be budgeted for separately and it may be that, in consultation with other senior officials, Delta may be moved up in the priority list for Pathways modifications and financed through the significant accessibility upgrade grant

- Sir Winston Churchill and Sir John A. Macdonald Secondary Schools

- no need to modify the interior of these schools for the balance of the students from Scott Park

- the drop off sites for the special needs buses at Sir John A. Macdonald will be addressed in consultation with the City

- additional parking needs for staff will have to be addressed at Sir John A. Macdonald

D. Sage responded to the transportation question through two viewpoints:

- the macro/system-wide level

- the most efficient way of determining transportation costs is by pooling all the students together, looking at the system as a whole and then determining the vehicle runs; consequently, the impact of a change in catchments on transportation costs may either be zero or additional expenditures may need to be incurred dependent on the routing that has to be done

- the micro level relative specific to Scott Park

- there are no school buses going into Scott Park;

- there are yellow buses travelling from the Beach strip to Delta and students in that area may be routed to Delta on that bus

- therefore, no additional costs are anticipated since the bus is already travelling that route.

It was moved by J. Bishop: That Scott Park Secondary School be scheduled for closure.

B. Wallace understood the community's upset at the recommendation for closure. He recalled that he and Trustees Hicks and Woodworth attended the old Central Secondary School that closed many years ago. However, the school is still talked about and remembered because of the memories created within the school building. He emphasized that the Scott Park students will now have better accessibility to a variety of programs where they will attend with their friends and their new friends.

To the motion, CARRIED. 9 in favour, 1 opposed.

7. Discussion and Action re Mountain/Parkview

W. Hicks referenced the recommendations on page 6 and asked the officials the intent of the further study, i.e. consolidate into one school or integrate students into existing composite secondary schools. He added that he believes in this program and the vocational stream and hoped that further study was not meant to lead to a different way of delivering vocational education.

M. Matier responded that, if the recommendations are supported, the schools would not be removed from the potential closure list, meaning they could eventually close or remain open. The study for closure would be suspended until the Board has determined the future of the school-to-work program. Accommodation requirements cannot be addressed until the program delivery model is determined. Progress on the program delivery model has been delayed because not all the information around the program has been written, i.e. years 3 and 4 of the curriculum.

W. Hicks agreed that there will be an appropriate time to deal with the issue but appreciated the communities patience in having to go through this process.

It was moved by R. Mulholland:

1. That Mountain Secondary School be studied further for possible closure and a report on the School to Work Program be provided to trustees by February 2002.

and

2. That Parkview Secondary School be studied further for possible closure and a report on the School to Work Program be provided to trustees by February 2002.

M. Matier confirmed that the School Closure Review Committee has finished its mandate.

J. Bishop noted that vocational programming needs to be addressed in an adequate manner and recalled that a year ago a report referenced a vision for vocational education. However, no further action plan or operationalization of that vision has come forward. She asked if there is a report planned in the near future.

E. Bond responded that some of the plans are underway relative to the schools working together for similar things such as admission and demission procedures. The problem now is the credit or non-credit granting of the programs, adding that things have changed since last year's report to the trustees. She cautioned that the Board cannot move too fast in a direction that could be changed by the Ministry. As information unfolds, the officials can present updates to the trustees.

J. Bishop recalled there was considerable support and enthusiasm for the initial vision around work experience for these students in last year's report.

M. Matier indicated that a report will be brought forward to the trustees by this time next year.

J. Bishop suggested a plan that only included a vocational school could upset some people. She suggested some people would prefer to have specialized shops located in a welcoming setting for both the students and the parents who have some difficulty with the stigma attached to segregated schools. She added that the Special Education Advisory Committee supported a broader view of a school to work program that involved more than two vocational schools.

L. Peddle indicated her support of the motion and noted that the committee's work reaffirmed that dismantling the program is not envisioned. She suggested that the timeline for the report back be incorporated into the motion as a friendly amendment.

R. Mulholland agreed with the friendly amendment.

W. Hicks offered that there was another position other than what J. Bishop had outlined, adding that fuller discussion on this would take place when the report comes to the Board next year.

B. Wallace called the question and it was CARRIED.

To the motion, CARRIED UNANIMOUSLY.

The meeting then adjourned at 8:15 p.m.

#8(a)

Approved for distribution
by the Director.

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

Signature: _____

MEMORANDUM

Date: _____

March 16th / 2001

TO: MERV MATIER, DIRECTOR OF EDUCATION

FROM: JIM WIBBERLEY
SUPERINTENDENT OF EDUCATION – SECONDARY WEST

DATE: February 26, 2001

RE: WESTDALE REQUEST

RECOMMENDATION:

Moved by _____, seconded by _____
That The Hamilton-Wentworth District School Board grant permission to the Westdale
Secondary School Alumni group to acquire a liquor license for a dance to be held at
Westdale Secondary School, May 26, 2001.

RATIONALE:

This request was originally approved for May 12, 2001.

JW:jb



#8(6)

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

MEMORANDUM

Approved for distribution
by the Director

Signature

M. Matier

Date

March 16th / 2001

TO: MERV MATIER, DIRECTOR OF EDUCATION

FROM: JIM WIBBERLEY
SUPERINTENDENT OF EDUCATION – SECONDARY WEST

DATE: February 26, 2001

RE: WESTDALE REQUEST

RECOMMENDATION:

Moved by _____, seconded by _____
That The Hamilton-Wentworth District School Board rescind approval for the Westdale Secondary School Alumni group to acquire a liquor license for a dance to be held at Westdale Secondary School, May 11, 2001.

RATIONALE:

The date for the dance has been changed.

JW:jb

[Handwritten signature]

8(b)-1

700 Main Street West
Hamilton, Ontario
L8S 1A5

Phone: 905-522-1387
Fax: 905-521-0542
Email: westdale@hwdsb.on.ca

WESTDALE ALUMNI ASSOCIATION

February 20, 2001

Dear Mr. Wibberley:

I am writing to inform you that the Westdale Alumni Association, due to unforeseen circumstances, has changed the date of their alumni dance from Saturday, May 11 to Saturday, May 26. This dance is being held in the Westdale Cafeteria and involves the serving of alcoholic beverages. The previously scheduled May date had already been approved for the serving of alcohol by the Business Committee of the H.W.D.S.B.

I would respectfully request that you submit this date change for consideration to the Business Committee at their next meeting. Thank you in advance for your assistance in managing this unforeseen date change.

Yours sincerely,



Rick Hart
President

/sw

CAB on HW was
A33B
2001

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD
BUSINESS COMMITTEE
Thursday, April 12, 2001

7:00 p.m.

A G E N D A

7:00 p.m.

1. Call to Order
2. Approval of Minutes of March 3, 5, 19 and 22, 2001
3. Business Arising from the Minutes
4. Approval of Agenda

URBAN MUNICIPAL L. Orban

APR 12 2001

DELEGATION:

5. J. Webster, Umbrella Family and Child Care Centres of Hamilton

GOVERNMENT DOCUMENTS

ACTION ITEMS:

- | | |
|--|------------|
| 6. Building Renewal Program 2000/2001 - Revision | A. Cupido |
| 1. 2000/2001 Financial Report – February 28, 2001 | D. Grant |
| 8. Verbal Update - Templemead | D. Grant |
| 9. Summary of Capital Initiatives <i>[to be delivered to trustees next week]</i> | D. Grant |
| 10. Classroom Computer Partner (Interim Report) | W. Joudrie |
| 11. City Board Relations | L. Orban |
| 12. West Flamborough Students | L. Orban |

CORRESPONDENCE:

Nil.

DISTRIBUTION:

Nil.

13. Public Questions for Clarification

Future Meetings:

Board	April 19, 2001	8:00 p.m.
Special Education Advisory Committee	April 25, 2001	7:00 p.m.
Education Committee	May 3, 2001	7:00 p.m.
Business Committee	May 10, 2001	7:00 p.m.
Board	May 24, 2001	8:00 p.m.
Special Education Advisory Committee	May 30, 2001	7:00 p.m.

MINUTES OF THE SPECIAL MEETING
OF THE BUSINESS COMMITTEE
MARCH 3, 2001

Those present: Lillian Orban (Chair), Robert Barlow, Judith Bishop, Eleanor Johnstone, Wes Hicks, Wayne Marston, Ray Mulholland, Laura Peddle, Ian Thompson and Bruce Wallace.

Regrets: R. Woodworth

In attendance: M. Matier (Director of Education and Secretary), D. Grant (Superintendent of Business and Treasurer), A. Cupido (Superintendent of Plant Services), W. Joudrie (Superintendent of Education – City East), C. Reid (Superintendent of Education – City West) and N. Campbell (Superintendent of Education).

Also: D. Sage, Manager, Accommodation and Planning

1. Call to Order

L. Orban called the meeting to order at 9:04 a.m. and advised that the purpose of this meeting was to hear the presentations of the Reports from the School Closure Review Committees. Trustees will be asking questions of clarification only with the debate and motions to take place on Monday, March 5.

2. Approval of Agenda

It was moved by W. Hicks: That the agenda be approved.
CARRIED.

3. Presentation: Report of the Allenby School Closure Review Committee

C. Reid presented the report

B. Wallace asked the source of funding for the proposed modifications to Earl Kitchener School. D. Grant responded that a sum of undesignated monies was set aside within the school renewal budget to do the required renovations following any school closures.

B. Wallace questioned how the Board could guarantee the Committee's recommendation that two crossing guards be assigned since this is not within the Board's jurisdiction. D. Grant concurred that that is the City's responsibility; however, the Principal at Earl Kitchener can request a review of the safe crossing of streets in the school area and have the City determine if a crossing guard can be assigned.

B. Wallace noted that this may not happen and these children may have to cross the identified streets without a crossing guard. L. Orban pointed out there is a process for such requests and she believed the City was willing to review the need for crossing guards.

C. Reid confirmed for R. Barlow that there is currently a crossing guard on Dundurn Street to assist the Earl Kitchener students. He added that the Closure Review Committee focused on two streets that posed particular concerns due to the high traffic. The Committee is asking the Board to request the City to address these either through the reassigning of one crossing guard (at Allenby) or the addition of two crossing guards.

R. Mulholland noted that the Board can commit to pursue this aspect in respect of the Committee's recommendation as far as possible. He hoped that this comment would suffice for other school areas where crossing guards are also an issue and concern.

E. Johnstone asked if the Memorial Garden at Allenby can be moved to Earl Kitchener. C. Reid responded in the affirmation and at little cost. He noted the garden is in memorial to a long-standing teacher at Allenby who passed away recently.

M. Matier indicated that a transition plan will be established for any school that is approved for closure. For example, a retired vice-principal has been assigned to Scott Park Secondary School to assist parents and students through the closure process. He will facilitate and co-ordinate the proper move to the new schools.

E. Johnstone asked for assurance that the communities' recommendations will happen.

M. Matier emphasized that the intent will be to follow through on the recommendations where possible. However, if there were major costs involved, the officials would have to come back to the Board for further approval. He confirmed for L. Orban that a transition plan would be established for any school that is approved for closure.

**It was moved by B. Wallace: That the presentation on behalf of the Allenby School Closure Review Committee be received for information.
CARRIED UNANIMOUSLY.**

4. Presentation: Report of the Bennetto School Closure Review Committee

C. Reid presented the report. At the Chair's request, M. Matier presented Executive Council's report and recommendations relative to Bennetto School.

L. Orban asked for confirmation that the Transition Committee will be established to ensure the School Closure Review Committee's recommendations are addressed. M. Matier replied that if the Board approves closure of this school, a Transition Committee would be established to take care of all the moves. This committee would ensure that students, parents and staff are involved.

E. Johnstone, referencing recommendation 2.5 in the Committee's report, asked about the compilation of a potential list of community friendly buyers.

D. Grant indicated that the first major decision would have to be that Bennetto School is to close. The second decision would be to declare the property surplus to the Board's needs. All disposals of Board-owned building and sites are governed under the Education Act but more specifically Ontario Regulation 444/98. Generally, there are two ways to dispose of a property – seek market value from all bidders or offer the building to the Ontario Realty Corporation and coterminous school boards. A no cost offering ensures that the capacity of that school will be removed from the Board's pupil places. If the Board chooses to seek market value for the site, preferred agencies have 90 days in which to submit an offer to acquire the building and site. If no agency was forthcoming, the Board could proceed to the open market.

E. Johnstone expressed concern with meeting the Committee's request that a community-friendly buyer be found for the site. D. Grant suggested this recommendation was similar to the request that crossing guards be assigned to certain intersections. The recommendations from the School Closure Review Committees are advisory in nature and, while the Board values the advice, the Board is not ultimately in the position to address every single recommendation attached to the potential closure of a school. The Board can try to assist in the provision of crossing guards – but the final decision is in another domain. The Board may want to seek a community friendly buyer but, depending on the rules the Board must follow according to the provincial regulations

on how the school board disposes of property, the Board may or may not be able to effect the community's wishes totally and is certainly not in a position to guarantee such.

C. Reid added that the Committee has supported the closure of Bennetto with an expectation that the Board would demonstrate due diligence in addressing its recommendations. The Committee recognizes that a buyer for the site has to be sought using the process outlined by the Ministry; however, the Committee believes there may be choices even within the realm of the Ministry's expectations. The Committee expects that the Board will demonstrate diligence in finding a buyer with a social/recreation element.

W. Hicks suggested one of the most important questions in the process is does the receiving school have room to accommodate the additional students. He asked if it is the intent of the officials to present a total package relative to capital costs as a result of school closures to ensure there is the money to make the needed renovations.

M. Matier responded that, following the final decisions on school closures, the officials will look at the overall accommodation situation, determine what funding is required, when renovations can occur in alignment with the Superintendent of Plant Services' budget and then establish priorities.

T. Cupido added that not all the needed renovations can be done for September, 2001 and some additional monies will need to be held over to the following budget year. He acknowledged that this will be a significant challenge from a renovation and re-organization point of view.

R. Barlow asked if it was possible to honour the Committee's recommendation (2.2) that there be no disruption to the students. T. Cupido responded that some renovations will have to occur during the school year but assured the members that everything will be done to ensure safety of the students.

C. Reid responding to B. Wallace's question replied that a school of 500 students would allow for a full time principal, a vice-principal and the appropriate supports to the programs in the school. If the funding were to be equally distributed among all the schools, the smaller schools would be negatively impacted.

B. Wallace questioned the direction of the delivery model for the middle school program. Is the Board intending to eliminate the middle schools and, if so, will the focus be on the schools that share a campus (JK-5 and a middle school) to combine them into one school?

C. Reid indicated that the funding model is based on a K-8 school and the Board has an opportunity to move to this model in bringing two campus schools together to maximize resources based on accommodation needs.

L. Peddle asked if the recommendation will be for closure this June or will it need to be delayed in order to do the significant renovations required.

M. Matier responded that the officials' recommendation is to consider closure without a time line. Once closure is approved, then a plan will be developed as to when closures can be affected. He added, however, it is likely Bennetto would not close for a year.

J. Bishop asked if the reference to disruptions to the school for the renovations related to program issues rather than the physical aspects of renovations.

C. Reid replied that the primary concern for the school is program. If the Board chooses to close Bennetto, the community is hoping that the implementation plan will allow the renovations to be done quickly.

**It was moved by R. Barlow: That the presentation on behalf of the Bennetto School Closure Review Committee be received for information.
CARRIED UNANIMOUSLY.**

5. Presentation: Report of the Dundana School Closure Review Committee

K. Bain presented the report. M. Matier presented the rationale for the officials' recommendation to close Dundana School.

I. Thompson noted that in recent years the enrolment at Dundana School has increased and the school is presently at 78.7% capacity.

K. Bain responded that the enrolment information that Executive Council used was neither outdated nor inaccurate. The Chair of the Business Committee has been requested to allow a 15 minute presentation at the March 5 Special Meeting of the Business Committee. The Manager of Accommodation and Planning will explain the complex process that is used for enrolment projections. It is felt that this information will help trustees to understand exactly how figures are arrived at and the things that are factored into the calculations.

D. Sage added that the model has demonstrated that it has been a relatively accurate assessment of projections and does consider the issue of housing within the Dundas area.

D. Sage responded to I. Thompson's question that the projection of residential developments are a factor: however, certain projects have limited information relating to the family life style to whom the units may be geared. The units that have been identified for specific housing have been factored into the projection model as the review on Monday night will illustrate.

T. Cupido confirmed that the two quotes attributed to him in the report are accurate.

R. Barlow asked if the Dundana School met any of the criteria set out for potential school closure. K. Bain responded that according to enrolment projections, Dundana qualified for consideration.

J. Bishop asked what was the committee's plan for the Dundas community.

K. Bain noted that the January 25 Report from the Committee, which will be on the March 5 agenda of the Special Meeting of the Business Committee, will outline the plans in more detail.

J. Bishop noted that, at the March 5 meeting, she will want to know whether the self-contained special education programs will remain in the Dundas Schools and administration's plan as to boundary changes.

**It was moved by L. Peddle: That the presentation on behalf of the Dundana School Closure Review Committee be received for information.
CARRIED UNANIMOUSLY.**

6. Presentation: Report of the Lloyd George School Closure Review Committee

W. Joudrie presented the report. M. Matier presented the rationale for the officials' recommendation to close Lloyd George School.

I. Thompson asked if the school is in as good of condition as it looks. T. Cupido responded that the full assessment or audit showed the school to be in reasonable condition, adding that it was a testimonial to the caretaking staff at the school. It is not a **problem** as far as the facility is concerned.

I. Thompson asked if the students would be more at risk walking to another school should Lloyd George school close. D. Sage responded that it would be difficult to determine, adding that there is a risk anytime one is outside. If the school is closed and the students are re-directed to other schools, the Transportation Policy would be applied to that area and the City would have the responsibility to address the need for crossing guards.

W. Joudrie responded to E. Johnstone's question that the recommendation from the Committee is worded in accordance with the options provided in the Board's School Closure Policy. "At this time" is taken from the wording in the policy.

J. Bishop asked if the community intends to be involved in a transition process if the Board decides to close Lloyd George.

W. Joudrie responded that there have been some discussions to that effect and, if the school were to close, that community would want to be part of a transition committee to look at all viable options. W. Joudrie noted that the community was not recommending closure and therefore saw no need to recommend community consultation in the event of closure.

M. Matier indicated that Executive Council will guarantee the involvement of the community for any transition plans in the event the school should be closed. He added that that doesn't mean every recommendation can be accommodated but assured they would be considered.

W. Joudrie noted the many safety issues - Ottawa Street as a busy thoroughfare along with Kenilworth Avenue, train tracks to cross, students cutting through the Centre Mall, railings needed on a portion of Kenilworth Avenue, etc.

Noting that the students from King George School would go to Queen Mary for middle school, B. Wallace objected to splitting the community and preferred to keep the students within the same area.

Speaking to the vote at the Committee, W. Joudrie noted that there were a number of members who did not attend the final meeting where the vote was taken. The vote count was: 9 in favour of keeping the school open, 'o' in favour of a split between the schools, 'o' in favour of going to Fairfield School and 4 in favour of the option of building a new school on King George School site. The voting was by a show of hands.

R. Mulholland asked if the receiving school could accommodate these students.

W. Joudrie noted there were two aspects depending on which option was chosen: there is space at King George School with no discernable impact to the students; Fairfield School is at capacity; the boundary would need to change to involve W. H. Ballard School; for option 3 (all

students to King George), some renovations would be needed in the basement area and there is a partner group and day care group in the basement that would have to be relocated.

J. Scott, Principal at Lloyd George, responded to a question that there are 8 full time plus some part time teachers.

W. Joudrie advised that the principalship is twinned with Fairfield School. Lloyd George has a full time secretary and, according to the current funding and staff allocation formula, they would continue to have the same complement for the coming school year.

W. Marston questioned that the committee did not give more consideration to the opportunity of a new school. W. Joudrie noted the committee rotated its meetings from King George to Fairfield to Lloyd George. They were offered the opportunity to meet at a new school but declined preferring to focus on their community needs.

**It was moved by R. Barlow: That the presentation on behalf of the Lloyd George School Closure Review Committee be received for information.
CARRIED UNANIMOUSLY.**

7. Presentation: Report of the Lynden School Closure Review Committee

K. Bain presented the report. M. Matier presented the rationale for the officials' recommendation to close Lynden School.

I. Thompson asked how many students in the Lynden catchment attended Queens Rangers School.

K. Bain replied that this situation goes back to a discrepancy when Jerseyville School was closed and boundaries were established for Lynden and Queens Rangers Schools. There was a portion of the boundaries that was incorrectly designated as such since it does not align with the boundaries in the accommodation report and the motions adopted by the Board. The two different sets of boundaries caused some confusion in the Committee's deliberations. He suggested it was not quite accurate to say that 48 students attend Queen Rangers out of catchment. The dispute or discrepancy exists because the Procter & Redfern report did not reflect the boundaries approved by the Wentworth County Board. K. Bain offered to respond at the March 5 meeting with an estimate on the number if requested to do so.

J. Bishop asked that information relative to the cost per student in each facility and in a combined facility, similar to information given in the Allenby and Bennetto reports, be provided at the March 5 meeting as well.

J. Bishop asked how many full time staff are at Lynden School for the 68 students. K. Bain responded 4.5 FTE. There is a .5 secretary and the principal is twinned with Beverley School.

T. Cupido confirmed that the cost to operate the school is \$20,000 based on last year's actual costs.

T. Cupido responded to questions from B. Wallace that a enrolment projections in this area shows that an addition onto Queen's Rangers would not be required in 5 years.

B. Wallace asked what the costs would be if Lynden School were to close effective September 2001 – would students be in portables.

K. Bain responded that the .5 million estimated for renovations is based on a 4 room portapak.

B. Wallace questioned moving students from a building into temporary accommodation. W. Marston asked why the Board would warehouse the students for 5 years rather than keeping Lynden School open for a period of time and then re-visit in four years.

M. Matier suggested that a portapak is not warehousing students and added there are 126 portables in the system in which students learn very capably.

I. Thompson asked whether the cost of keeping Lynden School open would be comparable to the cost of a portapak on Queen's Rangers or the additional busing involved.

D. Sage responded that at this point, 60% of the students are being bused; whether or not there would be additional costs for transportation was difficult to answer as it was dependent on existing vehicles, existing spaces and the possibility to run vehicles on a double run. The additional costs could be zero or an extra vehicle. D. Sage indicated he could not provide the information for the March 5 meeting as it would involve re-routing all students.

John Manchester responded to a question that while M. Matier stated the capacity of the school was at 46%, the Committee's information in the binder indicated a 60% capacity.

M. Matier clarified that the 46% Executive Council has used is accurate.

K. Bain noted that Executive Council's figures are based on the October 30, 2000 enrolment figures; J. Manchester's figures are from the October 1999 enrolment.

**It was moved by I. Thompson: That the presentation on behalf of the Lynden School Closure Review Committee be received for information.
CARRIED UNANIMOUSLY.**

The Committee recessed for a lunch period at 12:10 p.m. and resumed the meeting at 12:45 p.m.

8. Presentation: Seneca School Closure Review Committee

N. Campbell acknowledged the members of her review committee.

L. Orban thanked the Seneca community for being here and thanked N. Campbell for her report.

Responding to a query as to how many portables there are in the west mountain area, N. Campbell stated that there are the following: Buchanan Park - 2, Mountview - 1, R.A. Riddell - 5 with 4 of those for program purposes.

W. Hicks pointed out that redefined boundary/catchment areas could have a significant impact on the Scenic Woods area. He added in the future when the boundary/catchment report comes back, other West Mountain schools such as Holbrook and Mountview could be affected by these changes.

Responding to a query, N. Campbell stated that there are a total of 604 surplus student places in the west mountain area.

B. Wallace suggested the Board consider building a new school and moving forward in a JK-8 direction.

D. Grant clarified that school organization is something the catchment redefinition committee will have to consider. He added this would be raised as a topic for discussion when the boundary/catchment redefinition committee is in place; however, presently there are no details.

In clarifying, M. Matier stated the Ministry has not yet made a statement that JK-8 school organization is the direction school boards should take; however, based on their funding that would seem the case.

J. Bishop asked for clarification re special education students, noting there was no reference to them in the report.

N. Campbell responded that there are currently 13 special education students at Seneca in two classes, developmentally delayed class and an SLD class. She added that because these are system programs, consideration would need to be given to their replacement.

D. Grant explained there has been no formula for the deployment of secretarial staff that is different than the current staffing arrangement. In terms of whether the school stayed open, for the next year the secretarial deployment would remain the same; however, in the long term the secretarial deployment would probably change.

**It was moved by W. Hicks: That the presentation on behalf of the Seneca School Closure Review Committee be received for information.
CARRIED.**

L. Orban informed members re the debate.

9. Presentation: Sheffield School Closure Review Committee

K. Bain presented the report. He highlighted the following points:

- The rural community needs to be taken into account.
- Very historic the school has been there since the 1820's.

On behalf of Executive Council, M. Matier presented their report.

He made the following points:

- the projected enrolment for Sheffield is 45 students by the year 2006.
- Dr. John Seaton could be altered to accommodate those students without adding portables.

R. Barlow asked whether the public library that is housed in Sheffield public school would be closed if the Board chose to close the school.

Larry Shuh, parent representative from the Sheffield School Closure Review Committee noted that the library is slated for closure if the school is going to be closed.

R. Barlow asked if the school is considered an historical site and whether or not there could be legal ramifications if it were to close.

A. Cupido responded the Board is unaware if Sheffield has been declared an historical site.

B. Wallace asked about the cost of renovations to Dr. John Seaton in order to house the students from Sheffield noting they were approximately \$320,000.

T. Cupido responded the renovations are needed in order to accommodate the Sheffield school population only.

In response to a question about septic systems and well water, T. Cupido stated that the well has been updated recently and the septic systems of several locations are being checked with regard to quality of service.

E. Johnstone asked if bussing would be a safety issue should the school close.

Jane DeVito, Sheffield School Council noted that at present there are 11 busses at Dr. John Seaton that encircle the school from the front. Children exit from two sets of doors which is a concern with children from 3-8 years old who must then and find the proper bus to go on.

M. Matier clarified that there are 16,000 students in The Hamilton-Wentworth District School Board that are transported everyday. Whatever the issue, a plan can be made to ensure the children's safety was not in jeopardy.

I. Thompson asked what the difference in operating cost are between Sheffield and Dr. John Seaton.

T. Cupido responded that the operational costs at Sheffield are one of the lowest in the system as it is the smallest school. Those costs compared to renovations at Sheffield would indicate that there is no payback scenario. There would be a need to look at the deferred capital over a ten-year period.

**It was moved by B. Wallace: That the presentation on behalf of the Sheffield School Closure Review Committee be received for information.
CARRIED.**

10. Presentation: Sir Isaac Brock School Closure Review Committee

W. Joudrie outlined the recommended action to remove Sir Isaac Brock from the school closure list. He outlined permanent capacity without portables etc. does not fit any of the closure criteria – enrolment below 70% if the 320 students who are bussed into the school from Lake Avenue are removed utilizing Eastdale School as a part of the solution.

L. Orban thanked the school community.

Reviewing the recommendation from Executive Council, M. Matier stated they too are recommending that this school be removed from the list for closure. He added the whole accommodation situation in the east end of the city needs to be examined.

R. Barlow stated that parents in the Stoney Creek area are thankful that this has been recommended. Those students coming from the Bow Valley neighbourhood has placed continued pressure on enrolment at Lake Avenue.

W. Joudrie responded that the enrolment at Lake Avenue is currently capped at 835 students. There have been 20 students redirected to Green Acres.

It was moved by W. Marston: That the presentation on behalf of the Sir Isaac Brock School Closure Committee be received for information.

CARRIED.

W. Hicks pointed out that the Director has stated the most important factor is enrolment numbers and whether or not there are schools that can take the students; however, the whole process encompasses more than just enrolment. For example, cost, future capital, safety, staffing and delivery of program are also equally weighed.

At this time,

It was moved by E. Johnstone: That the meeting be adjourned at 2:10 p.m.

CARRIED.

kc

MINUTES OF THE SPECIAL MEETING OF THE BUSINESS COMMITTEE
MARCH 5, 2001

Those present: Lillian Orban (Chair), Judith Bishop, Robert Barlow, Eleanor Johnstone, Wes Hicks (arrived at 6:40 p.m.), Wayne Marston, Laura Peddle, Ian Thompson, Bruce Wallace and Ray Mulholland.

Regrets: R. Woodworth.

In attendance: M. Matier (Director of Education and Secretary), D. Grant (Superintendent of Business and Treasurer), K. Bain (Superintendent of Education – County West), N. Campbell (Superintendent of Education – Mountain West), K. Croxall (Superintendent of Education – County East), A. Cupido (Superintendent of Plant Services), P. Gillie (Superintendent of Education – Mountain East), W. Joudrie (Superintendent of Education – City East) and C. Reid (Superintendent of Education – City West).

Also in attendance:

D. Sage, Manager of Accommodation and Planning.

L. Orban called the meeting to order at 7:00 p.m., noting that the purpose of this meeting was to debate and make motions relative to the Elementary Type 2 Schools identified/considered for closure. She advised further of the opportunity for delegation presentations to the March 29, 2001 Special Board Meeting with final Board decisions for both Elementary Type 1 and 2 Schools at the April 3, 2001 Special Board Meeting.

2. Approval of Agenda

It was moved by R. Mulholland: That the agenda be approved.

Added Items:

2.3 Director's comments re transition process

R. Mulholland noted Item 5 should read:

- (a) Referred motions and presentation of report
- (b) Discussion and Action re Dundana School

To the motion, **CARRIED UNANIMOUSLY.**

2.2 Enrolment Projection Approach

Using an overhead, D. Sage reviewed the enrolment projection process, explaining this begins with the consideration of the entire Hamilton-Wentworth region in terms of geographical, demographic and population statistics, the various catchment areas and historical information about the children living in each catchment.

D. Sage highlighted the following key factors which impact significantly on the enrolment projection: Migration – Age groups and birth years of children are reviewed with comparison made between past and present years. Housing – Housing in the entire region is tracked in conjunction with construction while considering other external factors such as unemployment and interest rates trends. Participation Rates in the Area – Pertains to the presence of other school boards (e.g. separate school board) which causes the high and low fluctuations in enrolment.

D. Sage clarified further that the information arising from all these factors constitutes the enrolment projection data. Background information is then provided to school principals whose input further facilitates the projection process.

It was moved by W. Marston: That the presentation on behalf of the Sir Isaac Brock School Closure Committee be received for information.

CARRIED.

W. Hicks pointed out that the Director has stated the most important factor is enrolment numbers and whether or not there are schools that can take the students; however, the whole process encompasses more than just enrolment. For example, cost, future capital, safety, staffing and delivery of program are also equally weighed.

At this time,

It was moved by E. Johnstone: That the meeting be adjourned at 2:10 p.m.

CARRIED.

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D. Sage clarified further that the information arising from all these factors constitutes the enrolment projection data. Background information is then provided to school principals whose input further facilitates the projection process.

In concluding his presentation, D. Sage assured members that the current enrolment projection model is reliable and applied across the system in an equitable and consistent manner.

2.3. Director's Comments re Transition Process

In sharing the administration's plans for the transition period during school closures, M. Matier referred to the laydown school fact sheets (Allenby, Bennetto, Dundana, Lloyd George, Lynden, Seneca, Sheffield and Sir Isaac Brock), indicating that the Transition Issues section outlined the items which the Transition Committee is to address. Reviewing briefly each item, he pointed out that Timing issue will depend on each school's circumstances, noting that the closure timelines are unlikely to take place this year. With regard to Conditions of Disposal of the Building, he affirmed that the legislation prescribed by the Ministry of Education will guide this process.

Affirming there are still outstanding issues for review, the Director emphasized the commitment to have a very open process in dealing with school closure concerns.

Responding to further questions, the members received the following clarifications:

- K. Bain provided the following information:
Per Pupil Costs:
Sheffield - \$6,661.82, Seaton - \$4,421.64; \$4,602.70 (Sheffield/Seaton)
Lynden - \$856.30, Queen's Rangers - \$5,998.12;
\$5,632.99 (Lynden/Queen's Rangers)
- As part of student support during the transition period, the Director assured that considerable efforts, in consultation with the City, will be undertaken in ensuring the safety of students.
- The Director confirmed that schools closed this year will not be included in the review of the catchment areas while schools scheduled for closure within a year or so will be.
- D. Grant explained that the dollar figures for staffing in the school financial summaries equates to the average salaries, stressing these numbers are more driven on the number of staff and not qualifications.

3. Discussion and Action re Allenby School

It was moved by J. Bishop: That Allenby School be closed.

Although the school community anticipated closure of this school for a number of years, J. Bishop commended their efforts, noting this decision has not been an easy one. Overall improvements for the receiving school (Earl Kitchener School) will include full-time principal/clerical staff and programming opportunities that will benefit the students.

B. Wallace voiced his reservations with the required renovations costs. The officials confirmed for B. Wallace that there will be no portables at Earl Kitchener as a result of the Allenby students attending nor are there major renovations required.

The motion was put to a vote and was **CARRIED UNANIMOUSLY**.

4. Discussion and Action re Bennetto School

It was moved by J. Bishop: That Bennetto School be closed.

In endorsing the motion, J. Bishop lauded the community support, noting the opportunity for upgraded facilities to the children.

Clarifications were provided as follows:

- The Director advised that the Transition Committee will ensure that issues around the current agreement relative to the community recreation centre are considered and discussed with the City.
- The Director confirmed that the preferred model for a school is JK-8; however, similar campus sites to Bennetto/Centennial in the system have not been considered for closure to date.
- In terms of renovation costs, A. Cupido informed that funds were provided in this year's budget to address accommodation issues with additional funds proposed for the next budget. He added that the Board is in the process of submitting its capital information to the Ministry with anticipation for additional funds to cover major renovations associated with school closures.

J. Bishop noted the commitment to work with the City to ensure crossing guards and the expectation that the Board will work as far as it is possible to ensure a community use of Bennetto School.

To the motion, **CARRIED UNANIMOUSLY.**

5. Dundana School

(a) Referred motions and presentation of report

The Chair drew attention to the two motions introduced by former trustee Heather Bullock in June 2000 regarding Dundana School and the elementary school accommodation in Dundas.

It was moved by I. Thompson: That Dundana School be removed from the school closure list.
LOST, 5 IN FAVOUR, 5 OPPOSED

It was moved by R. Mulholland: That the following recommendation of the Dundana School Closure Review Committee be referred to the School Catchment Redefinition Committee:

That a Dundas Study Team be convened to consider redesigning school catchment areas and/or school grade structures in order to maximize the efficient use of school facilities in Dundas.

CARRIED, 8 IN FAVOUR, 1 OPPOSED, 1 ABSTAINED.

(b) Discussion and Action re Dundana School

It was moved by J. Bishop: That Dundana School remain on the books for possible closure and that a report be brought back to the Business Committee by March 2002 re closure of a Dundas School for September, 2002.

J. Bishop perceived that the recommended action to close Dundana did not receive a favourable response from the community given the lack of an in-depth review of the whole Dundas District. She observed there are other schools nearby with even smaller enrolments.

The Director clarified for B. Wallace that, in accordance with the School Closure policy, a school is not considered for review/study unless identified for closure.

D. Grant affirmed for E. Johnstone that there is surplus capacity within Dundas and the Board could close at least one school.

L. Peddle recalled that the report presented at the March 3, 2001 Special Meeting of the Business Committee confirmed the school's dropping enrolment and, even with the combined enrolment figures for the remaining schools, there will still be enough space. Convinced that there are too many schools within Dundas, L. Peddle expressed her preference to take action at this time and avoid any unnecessary delay, particularly going back to the community for further input.

In reply to I. Thompson's comments regarding "top up" factor for the schools, D. Grant explained that this is quite a specific area of the budget which may not be readily factored into Dundana's situation. He confirmed that there are 467 surplus spaces in Dundas.

Voicing his opposition to the motion, R. Barlow would like to see the consideration of the catchment areas prior to dealing with school closures in Dundas.

Expressing her concern with a year's timing for the review,

It was moved in amendment by L. Peddle: That the March 2002 timeline be changed to read "June 2001".

J. Bishop accepted this as friendly amendment.

Trustees Thompson and Wallace opposed the amendment, pointing out that this would not provide adequate time for the review, particularly the consideration of program delivery.

It was moved in amendment to the amendment by W. Marston: That "June 2001" be changed to read "October 2001".

L. Peddle accepted this as friendly amendment to her amendment.

I. Thompson requested a recorded vote.

To the amended motion, **CARRIED, 6 IN FAVOUR, 4 OPPOSED.**

Those in favour: Trustees Bishop, Hicks, Johnstone, Marston, Orban and Peddle; those opposed: Trustees Barlow, R. Mulholland, Thompson and Wallace.

For the benefit of the public audience, the Chair read the following motion that was passed:

It was moved by J. Bishop: That Dundana School remain on the books for possible closure and that a report be brought back to the Business Committee by October, 2001 re closure of a Dundas School for September, 2002.

6. Discussion and Action re Lloyd George

Stating his wish to pattern this case with that of Dundana School and for the catchment areas to be considered first to determine which school should be closed,

It was moved by R. Mulholland: That Lloyd George School remain on the books for possible closure and that a report be brought back to the Business Committee by October, 2001 re closure of a school in this catchment area for September, 2002.

Trustees supportive of the motion noted the aesthetic and unique features of Lloyd George School, stressing their preference to closely consider all schools within this catchment area prior to a decision on any school closure.

Noting that the situation at the schools in his Ward (e.g. Seneca School) was identical to that of the other schools considered earlier, W. Hicks acknowledged the implications of boundaries and catchment areas. However, he expressed concern with the process undertaken by the trustees in the consideration of the schools identified for closure, observing the withdrawing from the previous commitment to seriously consider the need for the Board to close these schools.

Assuming approval of the motion, W. Joudrie advised I. Thompson that the schools which would be reviewed for potential closure include Fairfield, W. H. Ballard, King George and Queen Mary schools.

L. Peddle believed that a thorough investigation had taken place for Dundana School and based on the findings and facts presented to the members, she strongly endorsed the closure of this school. She then voiced her intent to go back and reconsider the earlier motion.

R. Mulholland called the question and it was **CARRIED, 8 IN FAVOUR, 1 OPPOSED, 1 ABSTAINED.**

To the motion, **LOST, 2 IN FAVOUR, 8 OPPOSED.**

It was moved by L. Peddle: That Lloyd George School be closed.

Responding to concerns regarding safety concerns with closing Lloyd George, W. Hicks pointed out that safety has been an issue in many other schools, stressing his confidence with administration's efforts to address this.

The motion was put to a vote and was **LOST, 5 IN FAVOUR, 5 OPPOSED.**

B. Wallace reminded members that the decisions reached at this committee level will have to be approved at the regular full Board meeting.

It was moved by L. Peddle: That the following motion be reconsidered:

That Dundana School remain on the books for possible closure and that a report be brought back to the Business Committee by October, 2001 re closure of a Dundas School for September, 2002.

The Chair clarified the rules pertaining to a motion to reconsider.

Stressing that decision process remains the Board's sole responsibility, L. Peddle called the question and it was **CARRIED.**

To the motion, **LOST 4 IN FAVOUR, 6 OPPOSED.**

7. Discussion and Action re Lynden

It was moved by W. Hicks: That Lynden School be closed.

Members supportive of the motion expressed the following views:

- J. Bishop clarified that closing the school does not mean "splitting" the community into various areas. She noted the school fact sheet confirmed Lynden School has been extremely expensive to operate. Moving to a new school will provide the opportunity for full time staffing (Principal and clerical staff).
- Sharing J. Bishop's sentiments, W. Hicks believed that full-time staffing will have beneficial implications for program delivery.

Trustees' concerns were noted as follows:

- B. Wallace noted that the substantial renovation costs (for Queen's Rangers School) does not merit closing Lynden School nor did he see improved programming delivery as a key factor behind the proposed closure of Lynden.

- I. Thompson did not want the community's input/wishes taken for granted. He also raised the bussing concerns with the transfer of Lynden students to Queen's Rangers.
- Stressing the Board's responsibility to the community, R. Barlow voiced his concerns with the use of portables to accommodate the Lynden students.

The following clarifications were provided in response to further questions:

- K. Bain advised that there has been a half-time principal and clerical staff at Lynden School for the last three years. For the same period of time, there were **no** safety issues identified.
- In explaining the process for determining renovation costs (due to school closure), A. Cupido said the process commenced two years ago with the intent to develop information for the Ministry's Renewal Program. A Toronto firm was then commissioned to conduct a study of representative schools (which included looking at historical data) in conjunction with the Board's accommodation process. This resulted in a series of recommendations pertaining to the renovation needs of the schools. Although the information is continually reviewed, A. Cupido noted that the lack of funding could hamper the proposed renovations.

E. Johnstone called the question and it was **CARRIED**.

To the motion, **LOST, 5 IN FAVOUR, 5 OPPOSED**.

At this point in the meeting, the Chair permitted a five-minute break. The meeting reconvened at 9:10 p.m.

8. Discussion and Action re Seneca

It was moved by L. Peddle: That Seneca School be closed.

In reviewing the members' voting pattern and rationale behind their actions tonight, W. Hicks pointed to similar factors (enrolment, school capacity, safety concerns, bussing and boundaries/catchment areas) at Seneca School which would validate keeping this school open. He noted the catchment areas are a major concern, e.g. in spite of Scenic Woods' proximity to Seneca, students are currently being bussed to other schools. W. Hicks believed that the community within this catchment area will also benefit from a study of the schools (Seneca, Holbrook, Mountainview).

W. Hicks voiced his further concern with the perception that County schools are different and more community-oriented than the other schools in the system. He said he had to support keeping Seneca School open since majority of the trustees considered what was best for the students rather than the cost-efficiency of closing smaller schools.

B. Wallace believed that rural schools are different. He could not support keeping Seneca open as its closure would not result in any added costs.

Trustees Bishop and Mulholland alluded to the rising costs of accommodating smaller schools identified as expensive to maintain.

L. Peddle encouraged the Board to be a leader in seriously considering the large number of empty school spaces across the system.

Responding to W. Hicks' query, N. Campbell advised that about 22 percent of Seneca students come from different backgrounds.

To the motion **CARRIED, 7 IN FAVOUR, 3 OPPOSED**.

9. Discussion and Action re Sheffield

It was moved by J. Bishop: That Sheffield School be closed.

J. Bishop did not foresee any adverse reaction from the community, viewing this as a cost-efficient move while the students are accommodated at the other nearby school. She added that it was similar to the Allenby School situation.

The following concerns with closing Sheffield School were expressed:

- B. Wallace did not support the motion as the renovation costs required at Dr. J. Seaton School were not a fiscally responsible expenditure.
- R. Barlow resurfaced his concerns regarding the septic system and the possible closure of the public library attached to Sheffield.

In response to B. Wallace's query, A. Cupido advised about the \$2 million budget for the Renewal Program, noting that the proposed renovations for Dr. J. Seaton School would be taken from this funding.

K. Bain clarified for R. Mulholland that it will cost approximately \$2,000 more per student if Sheffield School remains open versus accommodating them at Dr. J. Seaton School.

D. Grant emphasized that the lower the number of students, the higher the costs for operating a school building.

L. Peddle concluded that the rationale for the closure of Allenby and Bennetto Schools should apply to Sheffield, adding it would be illogical for the school to remain open when pertinent statistics confirmed the need for its closure.

To the motion, **LOST 5 IN FAVOUR, 5 OPPOSED.**

10. Discussion and Action re Sir Isaac Brock

It was moved by W. Marston: That Sir Isaac Brock School be removed from consideration for closure at the present time.

W. Marston expressed his appreciation for the efforts expended and the opportunity to remove the school from the closure list.

To the motion, **CARRIED UNANIMOUSLY.**

CORRESPONDENCE

(a) Sheffield/Seaton School Council

No discussion ensued.

Adjournment

It was moved by B. Wallace: That the meeting be adjourned, this being done at 10:00 p.m.

MINUTES OF THE SPECIAL MEETING
OF THE BUSINESS COMMITTEE

March 19, 2001

Those present: Lillian Orban (Chair), Judith Bishop, Robert Barlow, Eleanor Johnstone, Wes Hicks, Wayne Marston, Laura Peddle [arrived 8:00 p.m.], Ian Thompson and Ray Mulholland.

Regrets: Bruce Wallace, Reg Woodworth.

In attendance: M. Matier (Director of Education and Secretary), D. Grant (Superintendent of Business and Treasurer), K. Bain (Superintendent of Education – County West), N. Campbell (Superintendent of Education – Mountain West), K. Croxall (Superintendent of Education – County East), A. Cupido (Superintendent of Plant Services), P. Gillie (Superintendent of Education – Mountain East) and C. Reid (Superintendent of Education – City West).

Also in attendance:

D. Sage, Manager of Accommodation and Planning

1. Call to Order

L. Orban called the meeting to order at 6:00 p.m.

R. Mulholland reminded members of the organization of this evening's meeting. First to listen to delegations from presenters and the reports from Executive Council and then enter into discussion and debate.

W. Marston felt this meeting should be consistent with the format of last meeting when the discussion and voting followed each presentation.

For clarification, D. Grant concurred that past practice has been to hear the presentations and Executive Council's reports, followed by approval to receive for information and then discussion/debate.

It was moved by E. Johnstone: That the presentations be heard with questions and debate and then Executive Council's report at the end.
LOST.

L. Orban clarified that all presentations would be heard with administration's comments at the conclusion.

It was moved by E. Johnstone: That all presentations be heard with a response from administration and then discussion and action.
CARRIED

L. Orban noted that unlike the Type II School Closure Review list, the Type I School Closures have no specified closure date.

2. Approval of Agenda

It was moved by W. Marston: That the agenda be approved.
CARRIED.

**3. Presentation: Chappel East/West School Closure Review Committee (South Mountain)
Burkholder, Ryckman's Corners, Thornbrae**

Referring to page 3-1, P. Gillie noted that the main points of the Closure Review Committee are outlined. She then highlighted the recommendations.

P. Gillie acknowledged and thanked committee members who were in the audience.

W. Hicks stated his appreciation for the report; however, he was concerned that the report dealt with boundary/catchment areas. He noted community members wanted to discuss boundary/catchment areas when developing the Type II closure reports but did not because it was not their mandate.

P. Gillie responded that part of the committee's work was to look at options for the students of those schools that could close. It was considered more of a possible redistribution of students pending school closures rather than a catchment study.

W. Hicks reiterated that consideration of boundary/catchment changes or the grade structure of a particular school was not the mandate of the Type II closure committees.

Noting she had sat on this particular school closure committee, L. Orban emphasized the boundary/catchment discussion was a natural flow of the committee's deliberations as parents were concerned about where their children would attend school.

R. Barlow asked whether the Board owns land in the particular area being proposed for a new school.

D. Grant responded in the affirmation; however, the land is not configured in a way that would be feasible for building a school. He noted that the Board has approved administration pursuing another piece of property.

J. Bishop asked if there was a financial report with the costs of the recommended plan.

P. Gillie indicated this committee had not had an opportunity to walk through these particular schools with the Plant Department to estimate the costs; however, more specific information could be made available.

J. Bishop asked if the community would have some assurance that the updates mentioned in the report would take place. P. Gillie clarified that recommendation number one is really saying that the Committee is prepared to support the closure of the three schools provided a new school is built and/or accommodations are made.

I. Thompson asked how many students would go to R.A. Riddell if these schools were closed.

N. Campbell noted the answer was dependent on where boundaries were configured. It is possible that none of those students would go to R.A. Riddell if there were room at Holbrook School.

Referring to page 3-3, Catchment-Boundary, bullet 3, W. Hicks asked for clarification as to whether this is what would occur should the recommended action be approved.

M. Matier referred to the recommended action on page 10 of Executive Council's report and clarified this is all that would be approved. The catchment redefinition, transportation and accommodation details would come later.

4. Presentation: DeWitt School Closure Review Committee Lower Stoney Creek - Mountain View

K. Croxall commended the DeWitt School Closure Review Committee on how well they worked on their task. She added the Committee reached their conclusions by consensus.

R. Barlow thanked the community for an excellent job on the report. He asked if the Board is actively pursuing land in the Stoney Creek area.

D. Grant responded the officials are not actively pursuing a site in that area until the outcome of the Board's deliberation on school closures and building of new schools is known.

5. Presentation: Gatestone School Closure Review Committee (Upper Stoney Creek) Parkwood

K. Croxall commended the School Closure committee for their work on this task.

L. Orban asked how many students were being bussed to Parkwood. K. Croxall responded that 97% of students at Parkwood are bussed.

Stating that the projected enrolment for the next 15-20 years is approximately 15,000 residents in Binbrook, R. Barlow noted the community would prefer to see Bellmoore and Parkwood remain open to accommodate new students. He added there are currently 200 young families waiting to see a new school built in this area.

7. Presentation: Meadowlands School Closure Review Committee (Ancaster) Maple Lane, Grange

K. Bain acknowledged the members of the School Closure Committee and outlined their recommendations.

In response to a query, K. Bain clarified that 88% of students are transported to Grange (227 students) and 83% to Maple Lane (167 students).

K. Bain clarified a concern of parents in the Scenic Woods survey is that catchment redefinition could result in their children attending a school outside the Ancaster community.

W. Hicks asked if the closure committee ever considered having these students move east rather than west if the schools were to close. K. Bain responded this concept was discussed and strongly rejected as the committee felt the students should continue to attend a school in the community of Ancaster.

Responding to a question, K. Bain stated the School Closure Review Committee is aware that the students from Scenic Woods would attend a new school in the Meadowlands and then go to Sir Allan MacNab for secondary school.

7. Presentation: Meadowlands School Closure Review Committee (Ancaster) Maple Lane, Grange

W. Hicks advised members of the distances from the Scenic Woods area to the following schools:

Grange – 7.5 km; Maple Lane – 7.0 km; Seneca – 3.0 km; Gordon Price – 3.0 km; Mountview – 2.8 km.

W. Hicks noted that travelling to Gordon Price and Mountview is less than half the distance from Scenic Woods to where the students are currently attending. Stressing that had catchment/boundary areas been considered first, then the 61 students in the Scenic Woods survey would have been placed in Seneca which would have brought it to 70% capacity. Adding that Ancaster Senior School is at 102% capacity with 64% of the student population being bussed, he suggested it would be beneficial to move these students to the west mountain to attend school.

W. Hicks added that if the Board truly believes a school is needed in the Meadowlands then that decision needs to be justified to the communities of the amalgamated Board. Since it will be approximately 3 – 4 years before a new school is open, he suggested the mindset seems to be that students will only go west not east to attend school.

L. Orban asked whether the catchment redefinition committee could make an impact on boundaries that this particular school closure committee did not consider.

W. Hicks concurred this would make a big difference. Reiterating his understanding that the mandate of the school closure review committees was to look at existing schools, this report seems to show the reference to catchment/boundary areas.

E. Johnstone noted the dilemma in trying to be sensitive to the community; however, there doesn't seem to be an overall view of the system direction. A JK-8 model in this system would change the face of school closures.

D. Grant noted that one of the parameters the Board put in place was to look at organizing elementary schools in a JK-8 setup where possible.

M. Matier noted that Executive Council was looking at JK-8 models.

Since some reports referred to catchment areas while others did not, I. Thompson noted that looking at catchment areas would cause the Committee to consider a whole other area than simply closing schools.

W. Marston expressed concern over the fact that if catchment areas were to have been considered, then the report from the Seneca school closure committee should have somehow been tied into this report.

In response to enrolment projections, D. Sage clarified that birthrates are on the decline. Even in the new subdivisions it usually takes a double income to support households. As a result, new construction will not necessarily produce overall enrolment increase. In some of the more established neighbourhoods, an overall decline in enrolment will result from limited turnover with young families.

W. Hicks commented that there are other schools that could take these students and asked the question – should the Board build a new school or fill up old schools.

8. Presentation: Sanford School Closure Review Committee (Lower City) Gibson, Robert Land, Sanford

E. Johnstone expressed her upset over the closing of these schools. She added there are single parents who find it difficult to pick up their children from school and this creates an additional concern over safety.

M. Matier affirmed that safety and other sensitive issues would be addressed when the school is to be closed.

In response to a query as to whether or not the recreation centre will be affected, C. Reid stated there had been no formal discussions re the recreation centre; however, this could result in an improvement to the centre.

W. Hicks noted his appreciation of the report and expressed sensitivity to E. Johnstone, the trustee for the ward. He added the students and the community would benefit from a new school as it will bring a focal point back to this area. He commented on the history of this area.

9. Presentation: Templemead School Closure Review Committee (South Mountain) Fernwood, Peace Memorial

P. Gillie outlined the report and thanked the committee. She clarified that 39% of the students are transported to Sherwood Heights and most of these students are from the Templemead area.

P. Gillie noted Eastmount Park is seen as a solution for Peace memorial while most students attend Highview.

P. Gillie clarified that 40% of the students now attending Sherwood are bussed.

10. Discussion and Action re Chappel East/West (South Mountain)

M. Matier noted that Executive Council had several meetings and took time to deliberate on the recommendations.

L. Orban left the Chair and R. Mulholland assumed the Chair.

It was moved by L. Orban: That Thornbrae, Burkholder and Ryckman's Corners be closed when a new JK-8 school in the Rymal Road/Upper Wentworth Area is constructed.

L. Orban noted it was a pleasure to work with this committee as they looked for the betterment of the students.

W. Hicks asked if the mandate of the catchment/boundary committee would be to look at those schools that exist in inventory after the schools have been approved for closure. M. Matier responded this was correct.

E. Johnstone reminded trustees that the students from Scott Park have been directed to schools in other wards as a result of the Board voting to close the school.

L. Peddle asked if this motion is approved tonight and put on the closure list would the Board then be able to revisit any approval for closure that might be approved this evening.

L. Orban stated this is a living process and that nothing was etched in stone. There will be opportunity for reconsideration as the plan unfolds.

W. Marston felt it should take a significant reason to change the information in order to put the motion back on the table.

To the motion, **CARRIED.**

L. Orban resumed the Chair.

11. Discussion and Action re DeWitt (Lower Stoney Creek)

M. Matier noted that Executive Council supported removing this school from consideration for closure at the present time.

**It was moved by R. Barlow: That Mountain View School be removed from consideration for closure at the present time.
CARRIED UNANIMOUSLY.**

12. Discussion and Action re Gatestone (Upper Stoney Creek)

M. Matier reviewed the report of Executive Council. He highlighted the fact that there is a need for a new school to be built in the Gatestone area in order to relieve pressure on the surrounding schools. He added the enrolment projection for Parkwood is on the decline.

**It was moved by J. Bishop: That Parkwood School be closed when a new JK-8 school in the Gatestone area of Upper Stoney Creek is constructed.
CARRIED.**

13. Discussion and Action re Meadowlands (Ancaster)

M. Matier noted that a site has already been purchased in the Meadowlands area. Currently 88% of the students at Grange are bussed. A new JK-8 school in the Meadowlands could accommodate the combined enrolments of both Maple Lane and Grange schools.

It was moved by L. Peddle: That Maple Lane School and Grange School be closed when a new JK-8 school in the Meadowlands area of Ancaster is constructed.

W. Hicks pointed out that at the present time there are approximately 280 students in the Meadowlands. He asked what the projected enrolment was for the next two years.

D. Sage responded that the area would probably have a population of approximately 500 students.

Stating that a new school would probably not be built in this area until the next 4-5 years, W. Hicks asked what would happen to those students from the Meadowlands in the interim.

D. Grant responded that once the Board has made the school closure decisions, the catchment redefinition committee will need to develop catchment areas for the remaining schools. The next issue for the committee would be to provide guidance to the recommendations on how the new catchment vision may be put into place.

W. Hicks emphasized that, if this motion passes, the catchment committee would be looking at boundaries without these two schools in the inventory.

L. Peddle felt trustees recognized that all committees needed to look at catchment issues and suggested this particular motion be tabled as it contains multiple complexities.

J. Bishop suggested referring this motion to the officials in order to attain further information.

M. Matier pointed out that to get caught up in the catchment issue and redefine the catchment of all the current schools would result in maintaining the same inventory of schools.

W. Hicks questioned the need for a new school in the Meadowlands when there are schools on the West Mountain with available spaces.

In responding, M. Matier clarified there will be two sets of catchment redefinition stages when Executive Council comes back with a business plan. In four years there will be a new catchment area for that school; however, in the meantime catchment needs to be defined with all the surrounding areas.

W. Marston asked what would happen if the decision to build a new school is table. D. Grant responded that approving this recommended action did not necessarily approve building a new school; rather, it ties the closure of two schools to the building of a new school.

M. Matier indicated that the Board could determine where those students are directed, for example, to schools on the west mountain rather than their current schools.

K. Bain clarified that the recommended action supporting the closure of Grange and Maple Lane is based upon the opening of a new school in the Meadowlands. He highlighted the two main reasons are to reduce transportation costs and a competitive presence in the Meadowlands in relation to the Catholic School Board.

W. Hicks felt that if no action was taken on this motion, the catchment redefinition committee could bring back a different result as opposed to the closing of two schools on the premise that a new school would be built.

In response to a query as to the cost of building a new school, T. Cupido responded it would cost approximately 7.5 to 8 million dollars.

M. Matier further clarified the Board is looking at building approximately six new schools.

It was moved by R. Mulholland: That the following motion be tabled until the catchment areas have been defined:

It was moved by L. Peddle: That Maple Lane School and Grange School be closed when a new JK-8 school in the Meadowlands area of Ancaster is constructed.

CARRIED.

14. Discussion and Action re Sanford (Lower City)

It was moved by E. Johnstone: That Gibson, Robert Land and Sanford Avenue Schools be closed when a new JK-8 school is constructed on the Sanford Avenue site.

Noting the report on page 8-1 indicates a recommendation that the population of the new school will not exceed 800 students, J. Bishop asked if that means a large JK-8 school will be opened.

C. Reid responded that initially the school would be JK-5 and based on projected enrolment of the three neighbourhoods, a proactive approach to being able to accommodate all students in the new building.

W. Marston emphasized that working our way towards building new schools in our community is going to require looking at catchment areas in order to have a quality school for our students.

To the motion, **CARRIED.**

15. Discussion and Action re Templemead (South Mountain)

L. Peddle felt the recommendation re Templemead should be amended to include Sherwood Heights and Lisgar in the planning. She believed that having identified a school that has mostly non-transported students and not to have a considered a school with 40% of the students transported was an oversight. At this time,

It was moved by L. Peddle: That Fernwood Park and Peace Memorial be further studied to confirm schools for closure to take effect when the Templemead school is constructed. The committee would be expanded to include representation from Sherwood Heights and Lisgar with a report due back in October 2001.

L. Peddle felt these schools need to be invited to take the next six months to further study the situation as Sherwood Heights and Lisgar had not been on the list to be invited for input.

J. Bishop asked for input from P. Gillie re the recommendations. P. Gillie responded the report of Executive Council is based on moving toward JK-8 schools and that premise is based on the distribution of students.

L. Peddle knew this wouldn't be solved tonight; however, she felt there should be more time to look at the schools.

Noting the time was 10:30 p.m.,

**It was moved by E. Johnstone: That the meeting be extended until 10:40 p.m.
CARRIED.**

P. Gillie indicated the report of Executive Council is based on moving toward JK-8 schools.

To the motion, **CARRIED.**

Adjournment:

**It was moved by W. Marston: That the meeting be adjourned at 10:35 p.m.
CARRIED.**

MINUTES OF THE SPECIAL MEETING OF THE BUSINESS COMMITTEE

March 22, 2001

Those present: L. Orban (Chair), Judith Bishop, Robert Barlow (arrived at 6:15 p.m.), Eleanor Johnstone (arrived at 6:15 p.m.), Wes Hicks (arrived at 6:21 p.m.), Wayne Marston, Ian Thompson, Bruce Wallace and Ray Mulholland.

Regrets: Laura Peddle and Reg Woodworth.

In attendance: M. Matier (Director of Education and Secretary), D. Grant (Superintendent of Business and Treasurer), K. Bain (Superintendent of Education – County West), M. Botting (Superintendent of Instructional Services), N. Campbell (Superintendent of Education – Mountain West), K. Croxall (Superintendent of Education – County East), A. Cupido (Superintendent of Plant Services), P. Gillie (Superintendent of Education – Mountain East), W. Joudrie (Superintendent of Education – City East), C. Reid (Superintendent of Education – City West) and J. Wibberley (Superintendent of Education – Secondary West).

Also in attendance: D. Sage, Manager of Accommodation and Planning.

The Chair called the meeting to order at 6:12 p.m.

2. Approval of Minutes of February 8 and 14, 2001

It was moved by R. Mulholland: That the minutes of February 8 and 14, 2001 be approved.

CARRIED UNANIMOUSLY.

3. Business Arising from the Minutes

Nil.

4. Approval of Agenda

It was moved by J. Bishop: That the agenda be approved.

CARRIED.

ACTION ITEMS:

5. 2000/2001 Transportation Service Review

D. Sage presented the report.

[Trustees Barlow and Johnstone joined the meeting at 6:15 p.m.]

Expressing his confidence that administration will consider all transportation concerns and appeals in accordance with the approved Transportation Policy,

- **It was moved by B. Wallace: That transportation route planning for the 2001-02 school year include the Board-approved 2000-01 recommendations relating to:**

- **catchment anomalies**
- **safety hazard appeals**

[W. Hicks arrived at 6:21 p.m.]

To the motion, **CARRIED, 8 IN FAVOUR, 1 ABSTAINED.**

14. Discussion and Action re Sanford (Lower City)

It was moved by E. Johnstone: That Gibson, Robert Land and Sanford Avenue Schools be closed when a new JK-8 school is constructed on the Sanford Avenue site.

Noting the report on page 8-1 indicates a recommendation that the population of the new school will not exceed 800 students. J. Bishop asked if that means a large JK-8 school will be opened.

C. Reid responded that initially the school would be JK-5 and based on projected enrolment of the three neighbourhoods, a proactive approach to being able to accommodate all students in the new building.

W. Marston emphasized that working our way towards building new schools in our community is going to require looking at catchment areas in order to have a quality school for our students.

To the motion. **CARRIED.**

15. Discussion and Action re Templemead (South Mountain)

L. Peddle felt the recommendation re Templemead should be amended to include Sherwood Heights and Lisgar in the planning. She believed that having identified a school that has mostly non-transported students and not to have a considered a school with 40% of the students transported was an oversight. At this time,

It was moved by L. Peddle: That Fernwood Park and Peace Memorial be further studied to confirm schools for closure to take effect when the Templemead school is constructed. The committee would be expanded to include representation from Sherwood Heights and Lisgar with a report due back in October 2001.

L. Peddle felt these schools need to be invited to take the next six months to further study the situation as Sherwood Heights and Lisgar had not been on the list to be invited for input.

J. Bishop asked for input from P. Gillie re the recommendations. P. Gillie responded the report of Executive Council is based on moving toward JK-8 schools and that premise is based on the distribution of students.

L. Peddle knew this wouldn't be solved tonight; however, she felt there should be more time to look at the schools.

Noting the time was 10:30 p.m.,

**It was moved by E. Johnstone: That the meeting be extended until 10:40 p.m.
CARRIED.**

P. Gillie indicated the report of Executive Council is based on moving toward JK-8 schools.

To the motion. **CARRIED.**

Adjournment:

**It was moved by W. Marston: That the meeting be adjourned at 10:35 p.m.
CARRIED.**

MINUTES OF THE SPECIAL MEETING OF THE BUSINESS COMMITTEE

March 22, 2001

Those present: L. Orban (Chair), Judith Bishop, Robert Barlow (arrived at 6:15 p.m.), Eleanor Johnstone (arrived at 6:15 p.m.), Wes Hicks (arrived at 6:21 p.m.), Wayne Marston, Ian Thompson, Bruce Wallace and Ray Mulholland.

Regrets: Laura Peddle and Reg Woodworth.

In attendance: M. Matier (Director of Education and Secretary), D. Grant (Superintendent of Business and Treasurer), K. Bain (Superintendent of Education – County West), M. Botting (Superintendent of Instructional Services), N. Campbell (Superintendent of Education – Mountain West), K. Croxall (Superintendent of Education – County East), A. Cupido (Superintendent of Plant Services), P. Gillie (Superintendent of Education – Mountain East), W. Joudrie (Superintendent of Education – City East), C. Reid (Superintendent of Education – City West) and J. Wibberley (Superintendent of Education – Secondary West).

Also in attendance: D. Sage, Manager of Accommodation and Planning.

The Chair called the meeting to order at 6:12 p.m.

2. Approval of Minutes of February 8 and 14, 2001

It was moved by R. Mulholland: That the minutes of February 8 and 14, 2001 be approved.

CARRIED UNANIMOUSLY.

3. Business Arising from the Minutes

Nil.

4. Approval of Agenda

It was moved by J. Bishop: That the agenda be approved.

CARRIED.

ACTION ITEMS:

5. 2000/2001 Transportation Service Review

D. Sage presented the report.

[Trustees Barlow and Johnstone joined the meeting at 6:15 p.m.]

Expressing his confidence that administration will consider all transportation concerns and appeals in accordance with the approved Transportation Policy,

- It was moved by B. Wallace: That transportation route planning for the 2001-02 school year include the Board-approved 2000-01 recommendations relating to:

- catchment anomalies
- safety hazard appeals

[W. Hicks arrived at 6:21 p.m.]

To the motion, **CARRIED, 8 IN FAVOUR, 1 ABSTAINED.**

6. Trevlac Follow-Up Report

W. Joudrie reviewed the report.

It was moved by R. Mulholland: That the Trevlac Follow-up Report be received for information.

It was clarified for R. Mulholland that majority of staff concerns and issues around Trevlac have been addressed (reference was made to the Trevlac Report presented at the November 9, 2000 Business Committee meeting). Currently all elementary schools have single access to Trevlac (this includes staff and administration).

W. Joudrie responded to J. Bishop's questions as follows:

- The Special Assignment position to support the Corporate Data Base is temporary for six months and will come out of the casual staff budget line.
- In terms of outstanding issues and concerns on the Trevlac system, particularly the Corporate Data Base, the hardware component and the client/server relationship will be helpful in arriving at the appropriate solutions. Collaborative work beginning in spring between the Board and IBM representatives will ensure that the Corporate Data Base component works effectively and enables staff to complete the computer requirements of the system.
- Freedom of Information is a key issue that needs to be considered, particularly around sharing of information between school.
- Although there are still problems with Trevlac, staff skills and comfort level with the program have improved considerably. There is still a need to review past experiences and to test the replication for a longer period of time. Replication basically means that exact same data that resides in the school is also copied at the central office (known as "snapshot"). There is no available staff to do this at this time.

In reaction to E. Johnstone's queries, W. Joudrie provided the following information:

- The initial price of the program includes software cost at \$300,000 plus initial hardware costs. Our board has a contract with Trevlac for deliverables with costing for penalty still available.
- Given some existing grey areas, the cost of the Trevlac program is relatively inexpensive (other school boards have been incurring higher expenses). Due to the lack of staff, all stakeholders share responsibilities for the program, including the Trevlac firm.
- The Trevlac system was selected because the secondary principals unanimously endorsed this program given the positive experience of the former County Board.

Members were assured that the Trevlac company is committed to fulfilling its contract obligations with the Board.

To the motion, **CARRIED UNANIMOUSLY.**

7. 2000/2001 Financial Report – January 31, 2001

D. Grant advised that a significant negative trend in energy costs has been identified since the end of January 2001.

It was moved by B. Wallace: That the 2000/2001 Financial Report – January 31, 2001 be received for information.

CARRIED UNANIMOUSLY.

8. (a) Rescinding Motion – Liquor License for Westdale Secondary School

J. Wibberley stated the reports before the members would accommodate the date change for this event.

It was moved by J. Bishop: That The Hamilton-Wentworth District School Board rescind approval for the Westdale Secondary School Alumni group to acquire a liquor license for a dance to be held at Westdale Secondary School on May 11, 2001.

CARRIED, 8 IN FAVOUR, 1 OPPOSED.

(b) Request for Liquor License – Westdale Secondary School

It was moved by J. Bishop: That The Hamilton-Wentworth District School Board grant permission to the Westdale Secondary School Alumni group to acquire a liquor license for a dance to be held at Westdale Secondary School on May 26, 2001.

CARRIED, 8 IN FAVOUR, 1 OPPOSED.

9. Request re Winona Public School

It was moved by R. Barlow: That The Hamilton-Wentworth District School Board enter into negotiations with the Ontario Realty Corporation and attempt to return the fourteen-acre site at 295 Lewis Road in Winona (former Winona High School and CNRCSS now declared surplus) to The Hamilton-Wentworth District School Board for the same one dollar the former Wentworth County Board of Education was forced to sell/transfer the site to The Hamilton-Wentworth Roman Catholic School Board. The Hamilton-Wentworth District School Board will also send copies of letter to the Management Board Minister and five local MLA's.

R. Barlow recalled the implications of Bill 30 and subsequent negotiations which led to the sale of this land by the former County to the Catholic Board. His main rationale for the motion was the value of the land given the potential urban development and the need to show the community that our board is attempting to do something positive for this area.

Noting the issue involved sale of Board site, R. Mulholland questioned whether this should be considered in-camera.

When the Chair reminded of public knowledge about this item, the members agreed to continue the discussion at the open session.

L. Orban suggested the Board should seek legal opinion, noting her preference to refer the motion to administration at this time.

Sharing the members' concerns,

It was moved by B. Wallace: That the motion be referred to administration for further review.

When R. Barlow advised of the originally approved \$1.5 million moving/transfer costs associated with the sale of the former Winona High School, R. Mulholland assumed this could be the amount the Board will be required to repay the Catholic Board.

The referral motion was put to a vote and was **CARRIED, 8 IN FAVOUR, 1 OPPOSED.**

10. Verbal Update: Rising Energy Costs

D. Grant advised of a considerable increase in natural gas costs, noting the rise at a rate of 80 percent comparable to prior years. He then highlighted the estimated \$1.2 million energy cost which will have very significant impact on the Board's budget.

At this point in the meeting, J. Bishop assumed the Chair to permit L. Orban to speak on the issue.

Expressing her concerns with the global energy crisis and its grave implications for the Board.

It was moved by L. Orban: That the Chairman and Director of The Hamilton-Wentworth District School Board write to the Ministry of Education and request additional dollars to provide for the significant shortfall of funds we are incurring due to rising energy costs and that the Ministry of Education consider provincial contracting for a fixed rate for gas consumption for all schools in the province thereby limiting the burden of taxation on our public.

Members were told that based on a recent OPSBA survey, this situation has been affecting other school boards across the province and the actions taken were aligned with the intent of the motion on the floor.

To the motion, **CARRIED.**

CORRESPONDENCE:

a) Correspondence from Edward and Monica Banman, Steve and June Cooke and G. Wyatt and Jennifer A. Lowry re closure of Seneca School

W. Hicks distributed copies of an e-mail letter (see attached) from these people outlining their concerns with the recommendation to close Seneca School.

**It was moved by B. Wallace: That the laydown correspondence be added to the agenda.
CARRIED UNANIMOUSLY.**

Stating his intent to refer the item to administration for a response prior to the March 29, 2001 Special Meeting of the Board where delegation presentations will be considered,

**It was moved by W. Hicks: That the correspondence from Edward and Monica Banman, Steve and June Cook and G. Wyatt and Jennifer A. Lowry re closure of Seneca School be referred to administration.
CARRIED UNANIMOUSLY.**

DISTRIBUTION:

Nil.

Public Questions for Clarification

Nil.

Adjournment

It was moved by E. Johnstone: That the public session be adjourned, this being done at 7:05 p.m.

rt

att.

Subject: PRINTER TROUBLE!! CAN YOU PRINT THIS LETTER AND DROP OFF AT WES HICKS HOUSE AT 511 SCENIC DRIVE (HIS E-MAIL IS NOT WORKING)--THANK YOU VERY MUCH!!

Date: Sat, 17 Mar 2001 09:35:28 -0800

From: EDWARD BANMAN <edward.banman@sympatico.ca>

To: Jennifer and Wyatt Lowry <wlowry@sympatico.ca>

March 15, 2001

Attention: Business Committee
c/o Wes Hicks - Trustee

Dear Committee Members:

The following is a list of questions that we, the undersigned, are submitting to you for debate in the consideration of keeping Seneca School open. We would appreciate receiving answers to these questions directly as well.

Q. In the Instructional Facilities Review Executive Summary by the HWDSB regarding Common Themes when considering school closures, it states under Educational Program issues: "Special Education delivery"--> Why then are Special Needs students not counted in enrolment figures and the excessive space required to accommodate them, as opposed to Non-Special Needs students, considered "vacant" and "underutilized", as in Seneca's specific case?

Q. Why are decisions regarding school closures being done BEFORE the School Catchment Redefinition Committee has completed its review and revisions? Common sense tells us it should be the other way around, should it not?

Q. How exactly will our children receive a better education than they are already receiving at Seneca? Music program 2x/week, Phys.Ed. 3x/week, more Library time per student, more access to Computer Lab per student, French program, two choirs, track team, games club, peer mediation, fully functional lunchroom program, immense playground space and new equipment and, of course, Special Education programs and a related equipped building

Q. How can you maximize efficiency by closing a school and then being required to provide transportation for those students to elsewhere who currently are able to WALK to Seneca? (under Catchment Area Redesign by the HWDSB: "change boundaries so students can walk, maximize efficiency")

Q. With amalgamation under Hamilton, how can old municipal boundaries still be considered ie. by excluding Scenic Woods (about 60 students) and the Meadowlands (about 300 students) from Hamilton? Both are areas without schools and the most cost-effective solution would be to bus those students to the closest school(s) that have space such as Gordon Price, Seneca, Mountainview--> Why have these solutions not been considered?

Q. What type of planning existed nine years ago when Gordon Price

School was built? Where did the Board expect to get pupils to fill the spaces considering that at the present time this school is just over 60% capacity? Gordon Price is two kilometres from Seneca.

Q. What is the future plan of the Board? Building of new subdivisions in outlying areas will continue to occur--> Will the Board also continue to look to close schools already built and being utilized in well established areas in order to fund the opening of new schools in these new areas?

Q. Riddell School--> 8 portables currently: Why can students already being bussed there not be bussed to Seneca to fill "vacancies"? How would this not maximize efficiency?

Q. The Board receives no funding for portables yet this is a Board expense--> Again, how do you maximize efficiency by incorporating the likelihood of additional portables required to house students at a receiving school if an existing school is closed?

Q. New Pupil Place grants are needed to build new schools. Elimination of all vacant spots in existing schools will still not be enough to receive these funds--> Why not work within our parameters and FILL IN vacancies, as opposed to eliminating them, by bussing students already attending overcrowded schools elsewhere to Seneca?

Q. Why are children in the Upper Paradise/Rymal Rd. area being bussed currently not to Gordon Price but to Westwood?

Q. Why is the chair of our school closure committee also the Superintendent of Education who works for the Board, and the Board is whose mandate it is that schools must be closed? Why is this same person the one to write up the final report and present it to the Business Committee? Is this not a conflict of interest?

Q. How will we have the above questions answered directly to us?

We trust that you will carefully review all aspects of these questionable factors when deciding on the fate of our children and Seneca School.

Respectfully,

Edward & Monica Banman
Steve & June Cook
G. Wyatt and Jennifer A. Lowry

DELEGATION

BUSINESS COMMITTEE
2001 04 12

#5



UMBRELLA FAMILY AND CHILD CENTRES OF HAMILTON

100 Main St. W., P.O. Box 2558, Hamilton, Ontario L8N 3L1

Child Care
Program Leader
527-5092 ex. 2311

Child Care
Financial Manager
527-5092 ex. 2306



Child Care
Centres Located
in Hamilton
Board of Education
Schools

Gordon Price
11 Guildwood Dr.
574-5321

Heler Detwiler
326 Brigade Dr.
574-5737

Hilli Park
465 East 16th St.
383-6732

Lincoln Alexander
50 Rapenburg Dr.
574-4323

Strafione
10 Lamoreaux St.
525-1743

Scott Park
1055 King St. E.
545-0068

Sir Wilfrid Laurier
70 Albright Rd.
573-7540

Sir Winston Churchill
1715 Main St. E.
545-6558

April 2, 2001

Mr. Merv Matier
Director of Education
Hamilton-Wentworth District School Board
100 Main Street West
Hamilton, Ontario
L8N 3L1

Dear Mr. Matier:

Please accept this letter as confirmation of the request from Umbrella Family and Child Centres of Hamilton to make a presentation to the Business Committee of the Hamilton-Wentworth District School Board of Education on Thursday, April 12, 2001.

As you know, Scott Park Secondary School will close at the end of June. Scott Park Children's Centre has been in operation since January 1990, and is located on the second floor of the building. Over the years, the curriculum link-up between the school and the child care centre have been numerous. It is now necessary that the children's centre relocate to another site.

The presentation on April 12, 2001, will request support from the Hamilton-Wentworth District School Board in relocating this program to another school site. Appropriate documentation will follow by Thursday, April 5, 2001

Yours truly,

Janis Webster
Executive Director

To: Members of the Business Committee,
HWDSB Board of Trustees

From: Umbrella Family and Child Centres of Hamilton
Laurie Jeandron, Supervisor, Scott Park Children's Centre
Laura Ludwin, Board Member
Janis Webster, Executive Director

Date: April 12, 2001

Summary

The Issue:

Due to the imminent closure of Scott Park Secondary School, it is necessary to relocate the Scott Park Children's Centre and the Centre has no funds to do this.

Request:

We request that the Hamilton-Wentworth District School Board cover the cost of relocating Scott Park Children's Centre from its present location and the costs of renovation at a new location within a public school building.

Rationale:

1. There is a close and long-standing relationship between Umbrella Family and Child Centres, a not-for-profit organization, and the former Hamilton Board of Education which set it up, and the present Hamilton-Wentworth District School Board. The Board of Directors of the Umbrella has four members who, by the Umbrella By-Laws, have a relationship to the HWDSB.
2. Our Early Childhood Education programs have direct benefits for the students of the HWDSB. In addition to excellent childcare, we provide quality before and after school-care in our elementary sites. We have children of teen mothers in our programs, and provide the mothers with support and encouragement to complete their schooling.
3. We have incurred a loss of \$219,849.00 over the past 11 years to keep Scott Park Children's Centre open. Fee-paying parents at other centres fund this loss. We continue to support this centre because of our commitment to provide for the great need for quality child-care in this area of the city.
4. There are a high number of therapeutic referrals to the centre from community agencies for children with special needs in this area. Receiving early intervention should lessen the burden on the HWDSB when these children enter school.
5. The centre is a model for the teaching of new Early Childhood Education students and for our childcare facilities in the district. We incorporate innovative programs, such as Reggio Emilia and Augmentative Communication, which give children a headstart for their futures.
6. There is a precedent for the Business Committee to support moving costs. On April 22, 1999, you voted to allocate \$13,000 to move the Archives, and an additional \$26,950 annually to maintain the Archives.

Conclusion:

McCain and Mustard, in the Early Years report, concluded that a country's position in the global economy depend on the competencies of its people, and those competencies are set early in life – primarily before the age of 6 years. Umbrella Family and Child Centres endeavours to provide each child in its care with the skills needed to succeed at school. In a notoriously underfunded area, we need all the help you can offer us.

*You are cordially invited
to attend*

*the Official Opening
of
Little Spartans Children's Centre
on
Tuesday, May 2, 1989
at 2:30 p.m.*

at

Scott Park Secondary School

Scott Park Secondary School
1055 King Street East
Hamilton, Ontario
L8M 1E2

R.S.V.P.
527-5092
Ext 319 or
Ext 311

Little Spartans Children's Centre



THE BOARD OF EDUCATION
FOR THE CITY OF HAMILTON

Scott Park Children's Centre

The History

Scott Park Children's Centre is operated by Umbrella Family and Child Centres of Hamilton. The Umbrella was incorporated in 1988, in response to a document by the Ministry of Education and the Ministry of Community and Social Services. The "New Directions for Child Care plan outlined a partnership between the two Ministries responsible for the care and education of young children. The document called for a Child Care Centre to be built in to each new public school. The document also recommended the hiring of a Child Care Program Leader to facilitate the operation of Child Care Centres. The Umbrella Board was created through Hamilton Board of Education Motion, and the Child Care Program Leader was hired in February 1990. The Board of Education at that time, supported the creation of High Quality Early Childhood Education programs to enhance the school experience of secondary school students through participation in Parenting classes on site and the various links to be created, which were still relatively unknown at the time. Hamilton Board of Education Resources were used to assist in the creation of this and other centres. The centre was opened under the direction of the ChildCare Program Leader, and the Supervisor of Family Studies for the Board of Education, with assistance from Scott Park Secondary staff. Other Board staff were involved, including Superintendent of Area 2, Plant Department, etc. The Board assumed costs related to the relocation of existing classroom space and half of the costs of permanent renovations, such as windows and floor repairs.

The Umbrella Board is comprised of Community Volunteers, Parent representatives, 2 HWDSB trustees and has enjoyed the expertise of School Board staff as past and present members. The Umbrella has successfully operated 8 centres, including 3 in Secondary School settings and 5 in elementary school settings. The Umbrella Board plans to continue to expand into new facilities and create new and exciting programs at our existing sites.

Umbrella Family and Child Centres pays rent on all of it's facilities based on a square footage formula to cover fixed costs and caretaking/cleaning services.

Since opening in 1989, Scott Park Children's Centre has provided an early learning experience for hundreds of preschool children and their families. The centre has created and maintained links in the Secondary School and the broader community and has developed an excellent reputation for developmental programs.

The Demographics

The Umbrella Board has operated this centre while recording a financial loss in each fiscal year. This loss amounts to \$ 219,849.00 over 11 years. It should be noted that the Umbrella Board's costs have increased each year. For example, the deficit in 1998 amounted to \$29,186, whereas the figure for 2000 is \$42,201. This is due to pay equity costs, and increases in operating costs such as rent, benefits and salary. The Umbrella

Board has been committed, even in the face of escalating costs, to continue to provide this program to the community. It has been a long held belief of the staff and the Umbrella Board that the advantages of Early Childhood Education and the links in the school and community are well worth the continual financial drain. The children and families who make up the bulk of our enrollment (currently 75%) rely on Child Care Subsidy from the city to pay their daily fees. These are families who meet eligibility criteria and minimum income to qualify for funding. Some of the parents are attending school, some work at low income jobs, and 25-30 percent of our children are referred to us for Therapeutic reasons. Therapeutic child care is provided to children who have developmental delays, including speech and language and socialization concerns and diagnosed special needs and behaviour issues. Families who are considered to be at "high risk" are referred to assist parents with parenting skills while working along side of the Qualified Early Childhood Educators. The remaining families are made up of single and two parent working families who are able to pay their own costs for daily child care services.

Community/School Links

Scott Park Children's Centre has been recognized by outside agencies and clinicians. It is viewed as a progressive centre, with excellent staff who achieve outstanding results for the children enrolled. We work collaboratively with Early Childhood Integration Support Services, and various clinicians to provide programs for special needs children. We provide placement opportunities for 3 Parenting classes per year, which allows each parenting student to visit the centre for 1 period per week. The students work on observation assignments and interact directly with the children. The staff make regular visits to the classroom to provide instruction that enhances the regular curriculum. We also offer co-op placements, have had peer tutors and other special student placements. We offer Field placement experience for Mohawk College Early Childhood Education Students (approximately 12 per year) . The centre has worked with the Art Department, Music Department, Drama Department, Technical Department, Phys Ed department and many others to create and offer opportunities for high school students to participate in enriching experiences with young children. Projects have included the building of a play loft for the children by the Construction class. This was funded by the Centre's fundraising account. There have been swimming excursions, student performances and many more too numerous to list here. Staff have made themselves available as a resource to Family Studies and other departments. We have addressed classes on topics such as Behaviour Management, Career inservice, Resume writing, language development of young children and so on.

The staff are part of a network of centres exploring the "Reggio Emilia" philosophy and are currently working with the aid of the Hamilton Community Foundation on a project which provides artists in 4 centres including ours to work with the children. The centre is visited by other professionals who have heard about our exciting program and want to learn more. Currently, we are working with two centres and Chedokes ACSS team to provide inservice training on Augmentative Communication. The quality and reputation of our program is something that the HWSB can be proud of . Without the vision of those who initiated our programs, none of this would have been possible.

Issues of Relocation

The Umbrella Board is committed to keeping this program alive. The need in the central area of the City for Child Care is proven by our record. The value of the program is not measured in profit, but by the numbers of children who have been taught, supported and sent on to school careers with the enhanced skills made possible by participating in our program. It is a well documented fact, that children who receive high quality Early Childhood programs are better able to meet the expectations in their early school years and that early identification of developmental issues is key to later success. In other words, providing children with this type of program, will save the Board money in future years.

Due to the closure of Scott Park Secondary School, we need to relocate. There will be costs involved in moving and renovating space in a new setting. We are currently exploring the costs of such renovations at Gibson Elementary School. The Principal, Brenda Adamowich and Superintendent Chuck Reid have met with representatives from the Umbrella to determine suitability of the available space and are willing to look at further exploration. The Ministry of Community and Social Services will require that specific modifications are made so that we can meet the standards of the Day Nurseries Act. There will be Health Department and Fire regulations to satisfy as well. The cost of the renovations has not been determined yet, but it is safe to say that they will be in the tens of thousands of dollars. There are also costs associated with moving equipment, and setting up in the new location, including the staff costs associated with this task. As timing has not been worked out it is difficult to say how much income will be lost, but a period of shutdown is a very real possibility. As of now, we believe that we will be leaving Scott Park by June 29, and it is unlikely that the new facilities will be ready by then. The Umbrella Board is a non profit corporation that does not have access to capital dollars or other funding for these expenses. We need the assistance of the HWDSB in dollars and in resources to successfully relocate this program.

Summary

Scott Park Children's Centre is a very successful and valuable program to the HWDSB and the broader community. The HWDSB is in a position to assist a program that was created by the Hamilton Board of Education to provide much needed service to children and families and the School and Community. It is our hope that those in authority will hear our plea and do what is in the best interest of children and their community.

Thursday, April 05, 2001

The Student Services Department at Scott Park Secondary School would like to state how important the benefits are for having the Scott Park Children's Centre operating out of the school facility. The benefits to the staff, students and children are many.

One of the opportunities this daycare provides is the direct access to real life experiences for the Parenting classes. Students enrolled in the grade 11 parenting classes have the chance to spend practical class time working with preschool aged children. This reinforces concepts learned class through practical knowledge and experiences.

There are also direct links with Co-operative educational experiences. Students wishing to earn credits through Co-op have the opportunity to use the daycare right at the school site as a work placement. This is especially important for students who cannot provide transportation to off-school sites, or who may have mobility problems.

Other students have benefited from having the daycare right at the school site as they require a "complete a credit" solution to an academic problem. They are still attending regular classes, but spend part of the day working in the Daycare to earn half or a quarter of a credit missed in a related course. Some students who may have lost opportunities to earn credits due to poor attendance, have worked up to half a day to earn credits which would otherwise be impossible to achieve. The flexibility of the hours spent at the daycare provides students with opportunities they would normally not have.

The daycare is important for students who need to fulfill volunteer hours for the new requirements for graduation as outlined by the Ministry of Education and Training. Having the daycare attached to the site; students have easy access to this after school, or before school hours without having to worry about transportation issues.

Some students have benefited from the daycare's association with the school facility because their own children, or brothers and sisters have been cared for there. It is of great convenience and peace of mind for students to know their own children, or siblings are close at hand if a problem occurs, or to get them to and from home.

As a department, we believe the Scott Park Children's Centre is of great assistance and support to our school, our programs, and our students.

Sincerely,



Wanda Bielak-Montemurro
Head of Student Services



Tom Baker
Assistant Head of Student Services

ACTION ITEMS

BUSINESS COMMITTEE
2001 04 12

April 12, 2001

#6

TO: Merv Matier, Director

FROM: Anthony Cupido, P.Eng., Superintendent

RE: BUILDING RENEWAL PROGRAM 2000-2001 REVISION

Recommendation:

Moved by _____, seconded by _____ that the 2000-2001 Building Renewal Program be revised as indicated in Appendix A.

Background:

The 2000-2001 Building Renewal Program was approved by the Board on June 20, 2000. Within the program, provisions were made to address the school accommodation issues and a budget line of \$2,000,000. was established.

Several larger projects were deferred to provide for this large budget line. These deferred projects included:

Barton Phase 3	\$1,200,000.
Westmount – Cafeteria Ceiling – Asbestos	100,000.
Highland Secondary Asbestos Removal Corridors and Cafeteria	500,000.
Orchard Park – Roofing Tech Wing	175,000.

As a result of the school accommodation process and the confirmation of schools approved for closure, a significant balance exists in that budget line. Monies have been expended on reports, Architects plans and proposals for school closure committees, however a balance of approximately \$1,825,000. exists.

It is proposed that selected projects be identified with consideration for the need to complete approved accommodation "projects" and the timelines to achieve this work during the summer months. Reference is given to Appendix A.

It is anticipated that components of several projects may be completed by Plant Services Staff. These projects include Earl Kitchener (painting) and Westmount Cafeteria improvements. This approach may save on the estimated renewal expenditure.

A comprehensive Building Renewal Program for 2001-2002 is proposed for the May Business Committee and will include the other deferred projects and additional accommodation projects including Bennetto to Centennial.

AC/bb

APPENDIX A **Identification of Revised Projects**

School Accommodation Balance					\$1,825,000.00
Approved Projects (Re: Accommodation for September 2001)					
			Estimate		
Allenby			160,000.00		
Scott Park			200,000.00		
Portables (Waterdown)			45,000.00		
sub-total				\$405,000.00	\$1,420,000.00
Revised Projects					
Barton Phase 3			1,200,000.00		
Westmount Cafeteria - Ceiling -Asbestos			80,000.00		
Highland Secondary - Asbestos -Design Only			50,000.00		
Bennetto to Centennial -Design			90,000.00		
sub-total				1,420,000.00	\$0.00
Revised Balance					\$0.00

#7

The Hamilton-Wentworth District School Board

Memorandum

TO: Merv Matier, Director of Education and Secretary

FROM: Don Grant, Superintendent of Business and Treasurer
Irene Polidori, Manager of Financial Services
Lucy Veerman, Manager of Budget

DATE: April 12, 2001

RE: 2000/2001 Financial Report - February 28, 2001

Recommendations:

Moved by: _____

That the 2000/2001 Financial Report - February 28, 2001 be received for information.

Rationale:

The attached report identifies expenditures, commitments and revenues as at February 28, 2001. The report also includes explanatory notes and surplus(deficit) issues identified to date.

7-1
The Hamilton-Wentworth District School Board

2000/2001 Financial Reporting - February 28, 2001

	<u>Budget Approved June 2000</u>	<u>Revised Budget</u>	<u>Actuals as at Feb 28, 2001</u>	<u>% of Revised Budget</u>	<u>Notes</u>
Expenditures		Note 1			
CLASSROOM					
Classroom Teachers/Library/Guidance	\$ 188,025,931	188,025,931	93,200,234	49.57%	(2), (4)
Occasional Teachers	4,584,435	4,834,435	3,127,310	64.69%	
Educational Assistants	11,837,720	12,780,185	6,177,279	48.33%	
Classroom Computers	3,255,004	3,255,004	1,044,380	32.09%	
Textbooks and Supplies	12,268,986	12,418,986	6,699,713	53.95%	
Professionals and Para-Professionals	6,431,704	6,431,704	3,126,988	48.62%	
Staff Development	740,996	790,996	145,690	18.42%	
	<u>227,144,776</u>	<u>228,537,241</u>	<u>113,521,593</u>	<u>49.67%</u>	
NON-CLASSROOM					
Co-ordinators and Consultants	2,946,754	2,946,754	1,332,529	45.22%	(2)
Teacher's Preparation Time	23,816,982	23,816,982	12,159,031	51.05%	(2)
Principals & Vice-Principals	16,833,281	16,833,281	9,239,598	54.89%	(4)
Department Heads	610,316	610,316	350,742	57.47%	
School Office	9,145,482	9,145,482	4,671,435	51.08%	
Continuing Education	2,616,791	2,616,791	1,118,644	42.75%	
	<u>55,969,606</u>	<u>55,969,606</u>	<u>28,871,979</u>	<u>51.59%</u>	
BOARD ADMINISTRATION & GOVERNANCE					
Trustees	125,906	125,906	41,315	32.81%	
Directors & Supervisory Officers	1,453,154	1,453,154	652,924	44.93%	
Board Administration	9,916,702	9,916,702	5,041,465	50.84%	
	<u>11,495,762</u>	<u>11,495,762</u>	<u>5,735,704</u>	<u>49.89%</u>	
TRANSPORTATION					
Pupil Transportation	10,610,669	10,610,669	6,317,029	59.53%	(3)
PUPIL ACCOMMODATION					
Operations & Maintenance	36,885,602	36,885,602	20,289,396	55.01%	(5)
School Renewal	7,458,410	7,458,410	5,395,625	72.34%	
New Pupil Places	-	-	-	-	
Other Capital and Approved Debt	9,284,796	9,284,796	3,002,146	32.33%	
	<u>53,628,808</u>	<u>53,628,808</u>	<u>28,687,168</u>	<u>53.49%</u>	
Total Expenditures	<u>\$ 358,849,621</u>	<u>360,242,086</u>	<u>183,133,474</u>	<u>50.84%</u>	
Revenues					
Student Focused Funding - Legislative Grants	\$ 357,719,283	359,111,748	195,196,249	54.36%	(2)
Miscellaneous Revenue	2,630,338	2,630,338	1,973,366	75.02%	
Prior Year's Deficit	(1,500,000)	(1,500,000)	(1,491,223)	99.41%	
Total Revenues	<u>\$ 358,849,621</u>	<u>360,242,086</u>	<u>195,678,392</u>	<u>54.32%</u>	

The Hamilton-Wentworth District School Board

2000/2001 Financial Reporting

Notes to Financial Information

February 28, 2001

Note 1

The 2000/2001 Budget was approved on June 20, 2000. Subsequent to this date, the Board approved the following motion:

October 19, 2000 Board:

That the non-allocated portion of the additional 2000/2001 ISA 2+3 funding be utilized to reinstate the 2000/2001 budget adjustment approved on June 20, 2000 relative to an increase in the number of Special Education Educational Assistants and the remaining differential be allocated to increase the Education Assistant Temporary Assistance budget.

This motion results in an increase in the following expenditure categories:

Educational Assistants (including temporary assistance)	942,465
Occasional Teachers	250,000
Classroom Supplies and Textbooks	150,000
Staff Development	50,000
	<u>\$ 1,392,465</u>

Note 2

Actual expenditures to February 28, 2001 are lower than budget by approximately \$9 million as a result of the elementary strike/lockout which occurred from October 30, 2000 to November 21, 2000. Regulation 486/98 provides the legislative authority for the calculations surrounding the savings and expenses incurred by school boards in the event of a strike or lock-out of employees. An application for approval of strike related expenses will be submitted to the Ministry of Education.

Note 3

At the Business Committee meeting of February 8, 2001, it was reported that expenditures are projected to exceed the 2000-2001 Budget by approximately \$390,000. This deficit will be offset, in part, by additional Ministry funding of approximately \$250,000.

Note 4

Actual retirement gratuity payments are projected to exceed budget by \$1.8 million. This deficit is based on approved retirement gratuities to date and a projection of payments to August 31, 2001.

Note 5

Natural gas expenditures are projected to exceed budget by \$1.2 million. This deficit is based on the significant increase in price experienced over the past year. Since mid 1997 natural gas prices have increased from \$2.00 per gigajoule to \$11.00 (on a province wide basis).

Surplus (deficit) issues identified to date:

Transportation	\$ 140,000
Retirement Gratuities	1,800,000
Energy (natural gas)	<u>1,200,000</u>
	<u>\$ 3,140,000</u>

The Hamilton-Wentworth District School Board

Memo

To: Merv Matier, Director of Education and Secretary
From: Don Grant, Superintendent of Business and Treasurer
Date: April 12, 2001
Re: Summary of Capital Initiatives

Recommended Action:

Moved by: _____

That the Summary of Capital Initiatives report be received for information.

Rationale:

The purpose of this report is to provide a summary of capital and accommodation initiatives approved or contemplated by the Board over the course of the last year.

1. School Facilities Renewal Plan

April 2000 - Plan identified 23 school for potential closure. Type 1 potential closures were identified as contingent upon construction projects and funding. Type 2 potential closures were not contingent upon new school construction. Plan also provided for the establishment of the School Closure Review Committees in accordance with Board policy.

For an overview of the Major Capital Projects contemplated see appendix A - School Facilities Renewal Plan.

2. Templemead School

May 2000 - The Board approved a design for the proposed new elementary school for the Templemead site as presented by Svedas Koyanagi Architects Inc.

June 2000 - Board approved construction of a new elementary school on the Templemead site at a total project cost not to exceed \$7,200,000 to be funded from the Proceeds of Dispositions Reserve Fund.

November 2000 - The Board approved the inclusion of a child-care facility as part of the new Templemead school subject to an agreement with the Umbrella Family and Child Care Centres of Hamilton (Umbrella Board) regarding full reimbursement of costs and various other provisions.

3. Catchment Re-Definition

November 2000 - Terms of Reference for the School Catchment Re-Definition Committee approved. Mandate of the committee is to review current catchment boundaries for all elementary and secondary schools and recommend re-definition of catchments in accordance with parameters prescribed by the Board. Committee is also to recommend an implementation strategy.

4. Dundas Area

March 2001 - Board directed that Dundas School remain on the books for possible closure and that a report be brought back to the Business Committee by October, 2001 re closure of a Dundas School for September, 2002.

5. Templemead Area

March 2001 - Board directed that Fernwood Park and Peace Memorial be further studied to confirm schools for closure to take effect when the Templemead school is constructed and that the committee be expanded to include representation from Sherwood Heights and Lisgar with a report due back in October 2001.

6. Meadowlands

March 2001 - The following motion was tabled until the catchment areas have been defined:

That Maple Lane School and Grange School be closed when a new JK-8 school in the Meadowlands area of Ancaster is constructed.

7. Type 2 Closures

The final outcome of the type 2 schools (ie closures not tied to new school construction) considered for potential closure is as follows.

February 2001 - Board approved that Scott Park Secondary School be closed.

April 2001 - Board approved that Allenby School be closed.

April 2001 - Board approved that Bennetto School be closed.

8. Type 1 Closures

The final outcome of the type 1 schools (ie closures contingent upon new school construction and funding) considered for potential closure is as follows.

April 2001 - Chappel East/Chappel West: That Thornbrae School, Burkholder Middle School and Ryckman's Corners School be closed when a new JK-8 school in the Rymal Road/Upper Wentworth area, is constructed.

April 2001 - Gatestone: That Parkwood School be closed when a new JK-8 school in the Gatestone area of Upper Stoney Creek is constructed.

April 2001 - Sanford: That Gibson, Robert Land and Sanford Avenue Schools be closed when a new JK-8 school is constructed on the Sanford Avenue site.

The foregoing simply provides a listing of the capital initiatives approved by the Board in the last year. This listing provides the Business Committee with an overview of the major capital and accommodation initiatives that are currently at various stages of progress for reference purposes.

DG/GdeJ

attach.

The Hamilton-Wentworth District School Board

Five Year School Facilities Renewal Plan

This five year school facilities renewal plan addresses the following types of issues:

- New Construction required in next five years, conditional on school closures and funding
- Potential School Closures not connected to new construction

Type 1

The following projects have been identified for consideration within the next five years. These projects require new construction and are conditional on school closures and funding. Projects listed in alphabetical order

Potential School Closures:	Project Description:
Ancaster - Meadowlands Grange Maple Lane	Located in Ancaster on the south side of Golf Links Rd. and north of Hwy 53 on Kitty Murray Lane. The Board owns a vacant site consisting of approximately 6 acres. At present approximately 300 JK-8 students reside in this neighbourhood. This area continues to rapidly develop. A new elementary school is proposed to accommodate a JK-8 program.
Lower Hamilton - Sanford Gibson Sanford Avenue Robert Land	A new elementary school would be built to replace the existing Sanford Ave. School. The new school would be of sufficient size to accommodate a JK-8 program. The new facility could also see students from Gibson Elementary School and Robert Land Elementary Schools attend.
Lower Stoney Creek Mountain View	The Board would seek an available site located preferably to the east of Fruitland Rd. The site would be of sufficient size in order to accommodate a new JK-8 elementary school. The resulting impact would relieve pressure from the Dewitt Corridor and Winona Elementary School. The new school would also permit the redefinition of school boundaries starting easterly from Red Hill Creek. This would also provide much needed relief to the Lake Avenue School Area.
South Mountain - Chappel East/Chappel West Burkholder Dr Ryckman's Corners Thornbrae	Located in Hamilton in an area south of Rymal Rd. at Upper Wentworth. The Board currently owns a 7.5 acre site which is in the process of being exchanged for an abutting 10 acre site. This site would accommodate a new JK-8 elementary school. At present in excess of 200 JK-8 students reside in the immediate area which continues to be rapidly developed. The boundary for the new school would likely flow in a more east to west pattern and could be positioned to accommodate a portion of the Ryckman's Corners School community.

Potential School Closures:	Project Description:
South Mountain - Templemead Peace Memorial Fernwood Park	Located on the south-east mountain between Stonechurch Rd. and Rymal Rd., Upper Gage and Upper Ottawa. The Board owns a vacant site consisting of approximately 16 acres. At present in excess of 500 JK-8 students reside within this area. A new elementary school is proposed to accommodate a JK-8 program.
Upper Stoney Creek - Gatestone Parkwood	Located on Gatestone Drive in Upper Stoney Creek, the Board owns a 6 acre site. At this time there are approximately 350 JK-8 students greater than Ministry Rated Capacity in this area. Upper Stoney Creek continues to rapidly develop and a new elementary school would be built of sufficient capacity to accommodate a JK-8 program.

Type 2

The following schools to be identified for potential closure. Effective date of closure for purposes of the impact study will be June 30, 2001.

Potential School Closures:

Allenby
 Bennetto
 Dundana
 Lloyd George
 Lynden
 Seneca
 Sheffield
 Sir Isaac Brock

Mountain Secondary
 Parkview
 Scott Park

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

MEMORANDUM

To: Merv Matier, Director of Education
From: Wayne Joudrie, Superintendent of Education
Date: April 12, 2001
Subject: **CLASSROOM COMPUTER PARTNER (Interim Report)**

Recommended Action:

Moved by _____, that the Classroom Computer Partner (Interim Report) be received.

Rationale:

A Classroom Computer Vendor Selection Committee was created with the following constituents:

Wayne Joudrie, Superintendent of Education
Michael Burjaw, Manager of Purchasing
Michael Hiltz, Manager of Computer Services
Howard Gardiner, Supervisor of Technical Services
Gary Moncur, Elementary Principal
Don Wood, Elementary Principal
Peter Joshua, Secondary Vice-Principal
Grant Darby, Secondary Teacher (I.T.C.)
Tony Czerneda, Elementary Teacher (I.T.C.)
Dan Walker, Info Tech Team Consultant
John McKnight, Info Tech Team Consultant

The Request for Proposals closed on March 16, 2001. At that time seven companies had submitted proposals.

All proposals were assessed against six general criteria. They were:

- **Vendor Information**
 - Company stability
 - Vendor's experience in the education marketplace
 - Project manager's experience
 - Employee Purchase Plan
 - Customer testimonials/references
 - Etc./Other
- **Infrastructure**
 - Quality of solution
 - Hardware (servers, workstations, connectivity)
 - Software
 - Etc./Other
- **User Functionability**
 - Classroom solution (ease of use, types of functions)
 - Technical Services solution (ease of use, types of functions)
 - Etc./Other
- **Support**
 - Installation services
 - Support for infrastructure
 - Support for users
 - After delivery support
 - Etc./Other
- **Site Visit Pricing**
 - Cost of solution
 - Leasing options
 - Etc./Other
- **Analysis of Quality and Price**
 - Based on quality and price of solutions presented, what is the value of selecting this vendor?

Based upon our review of the written submissions, a shortlist was created which included DELL, EDS, IBM and TANDEX.

The four shortlisted companies were given 3 hours to present their solution, and to clarify any portion of the written submission. The results of this comprehensive evaluation was a further shortlisting to DELL and IBM.

The third step in the process of evaluation included visits to local Boards that are using each of these vendors. We had specific questions of the school boards with respect to service, relationship and support. The committee visited Durham District School Board, Upper Grand District School Board, Waterloo Region District School Board, Toronto District School Board, Toronto Catholic District School Board, and the York Region District School Board.

The next step for the committee will be to "test drive" the hardware and software solution that each company has suggested. We anticipate doing this on April 10, 2001.



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Hamilton
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THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

SPECIAL MEETING OF THE BUSINESS COMMITTEE

Thursday, April 19, 2001

URBAN MUNICIPAL

MAY 02 2001

GOVERNMENT DOCUMENTS

Immediately following the In-camera Board

A G E N D A

1. Call to Order
2. Approval of Agenda

L. Orban

ACTION ITEMS:

3. Classroom Computer Partner

W. Joudrie

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

MEMORANDUM

To: Merv Matier, Director of Education
From: Wayne Joudrie, Superintendent of Education
Date: April 19, 2001
Subject: CLASSROOM COMPUTER PARTNER

Recommended Action:

Moved by _____, that IBM be the approved Classroom Computer Partner for the Hamilton-Wentworth District School Board.

Rationale:

A Classroom Computer Vendor Selection Committee was created with the following constituents:

Wayne Joudrie, Superintendent of Education
Michael Burjaw, Manager of Purchasing
Michael Hiltz, Manager of Computer Services
Howard Gardiner, Supervisor of Technical Services
Gary Moncur, Elementary Principal
Don Wood, Elementary Principal
Peter Joshua, Secondary Vice-Principal
Grant Darby, Secondary Teacher (I.T.C.)
Tony Czerneda, Elementary Teacher (I.T.C.)
Dan Walker, Info Tech Team Consultant
John McKnight, Info Tech Team Consultant

The Request for Proposals closed on March 16, 2001. At that time, seven companies had submitted proposals.

All proposals were assessed against six general criteria. They were:

- **VENDOR INFORMATION**
 - Company Stability
 - Vendor's Experience in the Education Marketplace
 - Project Manager's Experience
 - Employee Purchase Plan
 - Customer Testimonials/References

- **INFRASTRUCTURE**
 - Quality of Solution
 - Hardware (servers, workstations, connectivity)
 - Software
 - Etc./Other
- **USER FUNCTIONABILITY**
 - Classroom Solution (ease of use, types of functions)
 - Technical Services Solution (ease of use, types of functions)
 - Etc./Other
- **SUPPORT**
 - Installation Services
 - Support for Infrastructure
 - Support for Users
 - After Delivery Support
 - Etc./Other
- **SITE VISIT PRICING**
 - Cost of Solution
 - Leasing Options
 - Etc./Other
- **ANALYSIS OF QUALITY AND PRICE**
 - Based on quality and price of solutions presented, what is the value of selecting this vendor?

Based upon our review of the written submissions, a shortlist was created which included DELL, EDS, IBM and TANDEX.

The four shortlisted companies were given 3 hours to present their solution, and to clarify any portion of the written submission. The results of this comprehensive evaluation was a further shortlisting to DELL and IBM.

The third step in the process of evaluation included visits to local Boards that are using each of these vendors. We had specific questions of the school boards with respect to service, relationship and support. The committee visited Durham District School Board, Upper Grand District School Board, Waterloo Region District School Board, Toronto District School Board, Toronto Catholic District School Board, and the York Region District School Board.

On April 10th and 11th, four of our selection team members visited schools in Orlando, Florida. The intent behind this visit was to view the software interface that DELL was promoting. (There are no Canadian schools using this interface.)

The committee met again on April 17th to review the results of the evaluation of the DELL product in a school setting. The selection committee then proceeded to complete the final evaluation of the two potential parties.

The unanimous selection as the Classroom Computer Partner was IBM. Upon Board approval, we will enter into discussions with IBM to develop a partnership contract that will help to serve the Information Technology needs of the Hamilton-Wentworth District School Board for a five year period. This is consistent with the approved Information Technology Long Range Plan.

The Hamilton-Wentworth District School Board

Impact Summary

Recommended Action:

That IBM be the approved Classroom Computer Partner for the H.W.D.S.B.

The impact of approving the foregoing recommended action is as follows:

1.	Benefits/Expected Outcomes:	<ul style="list-style-type: none"> Improved stability of I.T. Infrastructure. Enhanced expertise in development and maintenance of I.T. in the classroom. Future orientation and timely support for I.T. Long Range Plan. <p><input checked="" type="radio"/> Yes <input type="radio"/> No Recommended action is consistent with Board beliefs and criteria for decision-making.</p>																																								
2.	Target Audience:	<ul style="list-style-type: none"> Audience recommended action is expected to impact—all 58 000 students Annual number expected to benefit in any 12 month period—all 3 000 teachers. 																																								
3.	Costing Detail:	Effective date of recommended action— April 19, 2001.																																								
		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;"></th> <th style="width: 20%;">Start-Up Cost</th> <th style="width: 20%;">Operating Cost (*This Year Residual)</th> <th style="width: 30%;">Operating Cost (Next Full Year)</th> </tr> </thead> <tbody> <tr> <td>Permanent Staff: FTE+____ Salary + Benefits</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Temporary Assistance:</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Supplies:</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Equipment:</td> <td></td> <td></td> <td></td> </tr> <tr> <td>-Computers in Classroom</td> <td></td> <td>\$TBD</td> <td>\$TBD</td> </tr> <tr> <td>-Cabling & Network</td> <td></td> <td>\$TBD</td> <td>\$TBD</td> </tr> <tr> <td>TOTAL</td> <td></td> <td>\$1485 808</td> <td>\$2157 239</td> </tr> <tr> <td>Accommodation/ Transportation</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Total</td> <td></td> <td>\$1485 808</td> <td>\$2157 239</td> </tr> </tbody> </table>		Start-Up Cost	Operating Cost (*This Year Residual)	Operating Cost (Next Full Year)	Permanent Staff: FTE+____ Salary + Benefits				Temporary Assistance:				Supplies:				Equipment:				-Computers in Classroom		\$TBD	\$TBD	-Cabling & Network		\$TBD	\$TBD	TOTAL		\$1485 808	\$2157 239	Accommodation/ Transportation				Total		\$1485 808	\$2157 239
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4.	Funding:	<p>Source Recommended:</p> <p>Activities/Programs negatively impacted by shift of funding—NIL.</p> <p>Compliance with legislated enveloping requirements.</p> <p><input checked="" type="radio"/> Yes <input type="radio"/> No Classroom/Nonclassroom Special Education Board Administration and Governance School Renewal/Debenture/New Pupil Place</p>																																								

Date:

Note: Impact Summary not required if recommended action is to receive report for information.

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2001

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

**URBAN
MUNICIPAL**

BUSINESS COMMITTEE

Thursday, May 10, 2001

7:00 p.m.

A G E N D A

7:00 p.m.

1. Call to Order
2. Approval of Minutes of April 12 and 19, 2001
3. Business Arising from the Minutes
4. Approval of Agenda

URBAN MUNICIPAL

MAY 11 2001

L. Orban

ACTION ITEMS:

5. 2000/2001 Financial Report – March 31, 2001
6. Barton Secondary School Phase III Renovations
7. Tender Results – Window Replacements
8. Building Renewal Program 2001/2002 – Year Three
9. Trevlac Hardware Action Plan
10. Library Automation R. F. P.
11. Liquor License Request – Scott Park Secondary School
12. Interim Report of the Catchment Re-definition Committee
13. Transportation Policy Review
14. Scott Park Child Care
15. Update: New School on Templemead Road

GOVERNMENT DOCUMENTS

D. Grant
A. Cupido
A. Cupido
A. Cupido
W. Joudrie
W. Joudrie
E. Bond
D. Grant
D. Grant
C. Reid
D. Grant

CORRESPONDENCE:

Nil.

DISTRIBUTION:

Nil.

16. Public Questions for Clarification

Future Meetings:

Board	May 24, 2001	8:00 p.m.
Special Education Advisory Committee	May 30, 2001	7:00 p.m.
Education Committee	June 7, 2001	7:00 p.m.
Business Committee	June 14, 2001	7:00 p.m.
Board	June 28, 2001	8:00 p.m.
Special Education Advisory Committee	June 20, 2001	7:00 p.m.

MINUTES OF THE BUSINESS COMMITTEE

APRIL 12, 2001

Those present: Lillian Orban (Chair), Judith Bishop, Eleanor Johnstone, Wes Hicks, Laura Peddle [arrived 7:40 p.m.], Ian Thompson, Reg Woodworth and Ray Mulholland.

Regrets: Robert Barlow, Wayne Marston and Bruce Wallace.

In attendance: M. Matier (Director of Education and Secretary), D. Grant (Superintendent of Business), M. Botting (Superintendent of Instructional Services), A. Cupido (Superintendent of Plant Services), W. Joudrie (Superintendent of Education – City East), C. Reid (Superintendent of Education – City West) and J. Wibberley (Superintendent of Education – Secondary West).

Also in attendance:

D. Sage, Manager of Accommodation and Planning

The Chair called the meeting to order at 7:00 p.m.

2. Approval of Minutes of March 3, 5, 19 and 22, 2001

It was moved by R. Mulholland: That the minutes of March 3, 4, 19 and 22, 2001 be approved.

CARRIED UNANIMOUSLY.

3. Business Arising from the Minutes

Nil.

4. Approval of Agenda

It was moved by E. Johnstone: That the agenda be approved as presented.

CARRIED UNANIMOUSLY.

DELEGATION:

5. J. Webster, Umbrella Family and Child Care Centres of Hamilton

Laura Ludwin, Umbrella Board Member and Laurie Jeandron, Supervisor of Scott Park Child Care Centre highlighted the following points:

- The Child Care Centre was requesting that the Board provide funding to cover the moving and relocation costs associated with moving the day care centre from Scott Park due to the decision of the Board to close this school.
- This Centre has excellent and recognized developmental programs for children.
- There is a direct benefit to students resulting from teen mothers being afforded the opportunity to complete their education while their children attend the Child Care Centre.

It was moved by R. Mulholland: That the Delegation Presentation of Umbrella Family and child Care Centres of Hamilton be referred to administration for review and comment.

In response to a query as to whether an alternate location had been chosen, L. Jeandron stated that the Child Care Centre wants to stay in the same neighbourhood for those parents that rely on public transportation. She noted that the basement at Gibson school is a consideration and the next step would be to have the health and fire inspector look over the premises.

Pointing out that Gibson School is on the list of school closures, R. Woodworth wondered if the committee would be looking at the same scenario again in a few years.

L. Jeandron responded that although this is true, the future Sanford School that would be built at the Sanford School site is a consideration for the daycare also.

At this time, J. Bishop assumed the Chair.

In response to L. Orban's questions, L. Jeandron clarified the following points:

- Delta Honeybears is a one half day cooperative program that does not lend itself to teen mothers who are endeavouring to get their diploma.
- There is no room at Delta Secondary for the Scott Park Child Care Centre.
- If the Day Care Centre were to move to Sanford then when construction began for the new school, they would have to move to an interim location before proceeding to the new school site.

Referring to "Brighter Futures", L. Jeandron clarified that this a drop in centre for parents and children and is not a fully licensed day care program.

In response to a query as to what renovations, if any, would be needed in the basement at Gibson, L. Jendrin stated that repairs to a brick wall, some sanding, repainting and upgrading the flooring would be required. A large shed on the playground would also be needed to store equipment. She stated she didn't know the cost of these renovations and that the health and safety and public health departments would need to see the property.

A. Cupido clarified that when outside officials are contacted they would likely generate a long list of renovation requirements, for example, ventilation.

In response to a query, L. Jeandron confirmed that in order for the Child Care Centre to be fully licensed a clear inspection of the premises must be presented. She confirmed that the people who give the license to the Centre referred them to the Health Inspector who stated what certain requirements would be.

J. Bishop asked if similar requirements would be needed if the Umbrella Board were to choose another location. L. Jeandron responded this is correct and that Gibson is quite conducive to adding a daycare.

R. Mulholland asked if there were other alternatives. L. Jeandron responded that prior to the announcement that Scott Park School was closing, she met with C. Reid and went through a list of possible sites and Gibson was his recommendation.

To the motion, **CARRIED UNANIMOUSLY.**

ACTION ITEMS:

6. Building Renewal Program 2000/2001 – Revision

A. Cupido presented the report.

J. Bishop expressed concern re following through with accommodation issues, specifically renovations to Centennial and what is going to happen regarding ESL and Special Education

programs. She added the community is nervous as to the renovation costs and the fact that they have not yet seen a design for these renovations.

A. Cupido responded that those items would be addressed when a draft renewal plan for next year is prepared. He added the plan is to initiate the design in order to refine the scope and prepare our budgets and final costs for next year.

In response to a question, A. Cupido confirmed that the renovations to Westmount will begin this summer.

**It was moved by R. Woodworth: That the 2000-2001 Building Renewal Program be revised as indicated in Appendix A.
CARRIED.**

7. 2000/2001 Financial Report – February 28, 2001

L. Veerman presented the report. Referring to Notes 4 and 5 of the report, she clarified that retirement gratuities are expected to exceed budget by 1.8 million dollars and natural gas expenditures were to have exceeded budget by 1.2 million dollars.

L. Veerman advised members that on Tuesday, April 10, 2001, information was received from the Ministry stating that they will be providing money to offset extraordinary natural gas prices. The amount of \$40 million will be shared among school boards. She added our Board will receive approximately \$1.0 million. This will revise the natural gas deficit to \$200,000.

L. Veerman further clarified that the deficit to date is revised to the amount of \$2,140,000.

Referring to Note 2 in the report, L. Peddle suggested that the current wording could be misunderstood. D. Grant agreed that note two should be reworded to make it clear that our grant revenues will be reduced.

**It was moved by L. Peddle: That the 2000/2001 Financial Report – February 28, 2001 be received for information.
CARRIED.**

8. Verbal Update - Templemead

In presenting the report, D. Grant noted that the City and Board staff are working together in address the community concern regarding the size of the residential survey. Staff are cooperatively working together to address financial, planning process and land conveyance issues regarding this project.

In clarification for those trustees who weren't present when the Board approved the building of the new Templemead School, D. Grant affirmed that the design for Templemead was approved in May 2000 and the project was approved in June 2000.

R. Woodworth questioned what would happen if the Board was unhappy with the proposal from the city.

In response, D. Grant clarified that City staff are working with a clear indication of the financial details with respect to Templemead. If the residential survey was downsized in any way there would need to be other funding to offset this. The goal is to maintain the original financing plans.

It was moved by E. Johnstone: That the verbal report re Templemead be received for information.
CARRIED.

9. Summary of Capital Initiatives

D. Grant clarified that he had commented on the Templemead School and the intent of this report is to provide a listing of capital initiatives for trustees.

It was moved by R. Mulholland: That the Summary of Capital Initiatives report be received for information as amended.

W. Hicks asked whether approving this report would mean the official closure date for Seneca School would be June 2002. M. Matier responded that from the perspective of Executive Council, administration would be working toward the date of June 2002; however, the catchment redefinition committee would have their report presented first.

D. Grant added that administratively there are three phases in terms of school closure. The first stage is the management of school closures, the second stage is to seek input re prioritizing new building projects and the third stage would be to pursue the two study areas that are outstanding – Dundas and Templemead.

To the motion, **CARRIED UNANIMOUSLY.**

10. Classroom Computer Partner

W. Joudrie highlighted the report noting that after seven companies had submitted proposals and a comprehensive evaluation done the companies were shortlisted to DELL and IBM.

R. Mulholland asked if the successful candidate of the RFP is made would it then be brought back to the Business Committee. W. Joudrie requested that a special business committee be convened to address this issue.

I. Thompson asked if it would be possible to have a presentation from the final company that is chosen re what equipment will be put in the schools. W. Joudrie responded in the affirmative.

In response to a query, W. Joudrie confirmed that an impact statement would be included in the final report.

It was moved by R. Woodworth: That the Classroom Computer Partner (Interim Report) be received.

11. City Board Relations

J. Bishop assumed the Chair.

At this time, L. Orban expressed her intent to put a motion on the floor that asks administration to negotiate a City Board Relations Committee between the New City of Hamilton and The Hamilton-Wentworth District School Board.

She clarified her rationale is due to common issues between the City of Hamilton and the Board. For example, safety of children, transportation, planning issues and the building of new schools.

L. Orban recognized the work of Board staff; however, her intent is to formalize this committee. She noted she already has the support of Mayor Bob Wade and Councillors Tom Jackson and Andrea Horwath.

R. Woodworth felt this should be a Notice of Motion as this is a totally new area the agenda item gave no indication of this direction.

L. Orban agreed she would serve a Notice of Motion at the next full Board meeting on April 19, 2001.

L. Peddle felt that this initiative would fall into place with the work trustees are doing around Strategic Directions. However, she felt it was premature to become involved with it at this time.

12. West Flamborough Students

L. Orban clarified that according to the Manager of Budget for the New City of Hamilton there is a provision of \$50,000 for bussing our students to the Waterloo Region District School Board. There are six busses transporting secondary students from the northwest area of Flamborough and those busses then continue to deliver to other high schools. She expressed concern that when current block funding is being reviewed and a new funding model put in place, the Waterloo Board will gain substantially in terms of the grants for these students.

It was moved by L. Orban: That administration seek further clarification re the loss of Hamilton-Wentworth District School Board students currently bussed from northwest Flamborough to the Waterloo Board.

R. Woodworth advised that this would be a futile effort as it has been attempted before. He advised members that these students have the right to attend the high school nearest to them and the Waterloo Board is going to be picking up the cost, as the students are much closer to Cambridge. He added that past history proves that the families of these students would pick up the cost of the bussing to Cambridge if needed.

L. Orban reiterated that these are our students within the boundaries of The Hamilton-Wentworth District School Board.

To the motion, LOST.

W. Hicks expressed concern that items on the agenda are being brought forward without any information attached.

**It was moved by R. Woodworth: That the committee meet in-camera.
CARRIED.**

The open session reconvened at 9:00 p.m.

13. Progress Report and Future Plans re: The Ontario Secondary School Literacy Test (EQAO)

L. Peddle voiced concern over the article in The Spectator regarding the release of results of The Ontario Secondary School Literacy Test. She stated the article made it look as though our Board was blatantly disregarding requirements for the release of these results. She asked what was the required date for release of this information.

M. Matier clarified that how and when this information was to be released was to be locally determined as per Ministry directives. He added that EQAO did not handle this very well by bowing to media pressure in their release of information.

He referenced the report to the April 2001 Education Committee which outlined the schematic guiding the handling and releasing of these scores.

J. Bishop stated that unfortunately this situation makes the Board look like it is not open and transparent and she felt that not giving the results made more news than if the results had been given.

E. Johnstone expressed concern over the issue of communication.

**It was moved by J. Bishop: That the results of The Ontario Secondary School Literacy Test be released as soon as possible.
CARRIED.**

W. Hicks advised trustees that procedurally this motion needs to be approved at full Board before the information is released.

Adjournment:

**It was moved by W. Hicks: That the meeting be adjourned at 9:24 p.m.
CARRIED.**

MINUTES OF THE SPECIAL MEETING
OF THE BUSINESS COMMITTEE
April 19, 2001

Those present: L. Orban (Chair), Judith Bishop, Robert Barlow, Wayne Marston, Ray Mulholland, Ian Thompson, Bruce Wallace and Reg Woodworth.

Regrets: Eleanor Johnstone, Wayne Marston and Wes Hicks.

In attendance: M. Matier (Director of Education and Secretary), D. Grant (Superintendent of Business and Treasurer), K. Bain (Superintendent of Education – County West), M. Botting (Superintendent of Instructional Services), K. Croxall (Superintendent of Education – County East), W. Joudrie (Superintendent of Education – City East).

The Chair called the meeting to order at 8:55 p.m.

2. Approval of Agenda

It was moved by B. Wallace: That the agenda be approved as presented.
CARRIED UNANIMOUSLY.

ACTION ITEM:

3. Classroom Computer Partner

W. Joudrie presented the report.

It was moved by L. Peddle: That IBM be the approved Classroom Computer Partner for The Hamilton-Wentworth District School Board.

W. Joudrie confirmed that Dell provides computers for students in the Toronto District School Board, the Toronto Catholic District School Board and York Region District School Board.

To the motion, CARRIED UNANIMOUSLY.

Adjournment

It was moved by R. Mulholland: That the meeting be adjourned, this being done at 8:00 p.m.
CARRIED.

A C T I O N I T E M S

BUSINESS COMMITTEE
2001 05 10

#5

The Hamilton-Wentworth District School Board

Memorandum

Approved for distribution
by the Director.

Signature: _____

M. Matier

Date: _____

May 4/01

TO: Merv Matier, Director of Education and Secretary

FROM: Don Grant, Superintendent of Business and Treasurer
Irene Polidori, Manager of Financial Services
Lucy Veerman, Manager of Budget

DATE: 10-May-01

RE: 2000/2001 Financial Report - March 31, 2001

Recommendations:

Moved by: _____

That the 2000/2001 Financial Report - March 31, 2001 be received for information.

Rationale:

The attached report identifies expenditures, commitments and revenues as at March 31, 2001. The report also includes explanatory notes and surplus(deficit) issues identified to date.

[Handwritten signature]

5-1

The Hamilton-Wentworth District School Board

2000/2001 Financial Reporting - March 31, 2001

	<u>Budget Approved June 2000</u>	<u>Revised Budget</u>	<u>Actuals as at Mar 31, 2001</u>	<u>% of Revised Budget</u>	<u>Notes</u>
Expenditures		Note 1			
CLASSROOM					
Classroom Teachers/Library/Guidance	\$ 188,025,931	188,025,931	107,889,081	57.38%	(2), (4)
Occasional Teachers	4,584,435	4,834,435	3,646,719	75.43%	
Educational Assistants	11,837,720	12,780,185	7,301,756	57.13%	
Classroom Computers	3,255,004	3,255,004	1,349,654	41.46%	
Textbooks and Supplies	12,268,986	12,418,986	7,421,036	59.76%	
Professionals and Para-Professionals	6,431,704	6,431,704	3,856,218	59.96%	
Staff Development	740,996	790,996	228,842	28.93%	
	<u>227,144,776</u>	<u>228,537,241</u>	<u>131,693,305</u>	<u>57.62%</u>	
NON-CLASSROOM					
Co-ordinators and Consultants	2,946,754	2,946,754	1,561,328	52.98%	(2)
Teacher's Preparation Time	23,816,982	23,816,982	14,019,091	58.86%	(2)
Principals & Vice-Principals	16,833,281	16,833,281	10,657,851	63.31%	(4)
Department Heads	610,316	610,316	400,841	65.68%	
School Office	9,145,482	9,145,482	5,724,088	62.59%	
Continuing Education	2,616,791	2,616,791	1,289,551	49.28%	
	<u>55,969,606</u>	<u>55,969,606</u>	<u>33,652,749</u>	<u>60.13%</u>	
BOARD ADMINISTRATION & GOVERNANCE					
Trustees	125,906	125,906	49,798	39.55%	
Directors & Supervisory Officers	1,453,154	1,453,154	815,524	56.12%	
Board Administration	9,916,702	9,916,702	5,823,570	58.72%	
	<u>11,495,762</u>	<u>11,495,762</u>	<u>6,688,893</u>	<u>58.19%</u>	
TRANSPORTATION					
Pupil Transportation	10,610,669	10,610,669	7,718,721	72.74%	(3)
PUPIL ACCOMMODATION					
Operations & Maintenance	36,885,602	36,885,602	24,521,388	66.48%	(5)
School Renewal	7,458,410	7,458,410	5,782,224	77.53%	
New Pupil Places	-	-	-	-	
Other Capital and Approved Debt	9,284,796	9,284,796	2,972,090	32.01%	
	<u>53,628,808</u>	<u>53,628,808</u>	<u>33,275,702</u>	<u>62.05%</u>	
Total Expenditures	\$ <u>358,849,621</u>	<u>360,242,086</u>	<u>213,029,369</u>	<u>59.14%</u>	
Revenues					
Student Focused Funding - Legislative Grants	\$ 357,719,283	359,111,748	221,352,552	61.64%	(2)
Miscellaneous Revenue	2,630,338	2,630,338	2,199,569	83.62%	
Prior Year's Deficit	(1,500,000)	(1,500,000)	(1,491,221)	99.41%	
Total Revenues	\$ <u>358,849,621</u>	<u>360,242,086</u>	<u>222,060,899</u>	<u>61.64%</u>	

The Hamilton-Wentworth District School Board

2000/2001 Financial Reporting

Notes to Financial Information

March 31, 2001

Note 1

The 2000/2001 Budget was approved on June 20, 2000. Subsequent to this date, the Board approved the following motion:

October 19, 2000 Board:

That the non-allocated portion of the additional 2000/2001 ISA 2+3 funding be utilized to reinstate the 2000/2001 budget adjustment approved on June 20, 2000 relative to an increase in the number of Special Education Educational Assistants and the remaining differential be allocated to increase the Education Assistant Temporary Assistance budget.

This motion results in an increase in the following expenditure categories:

Educational Assistants (including temporary assistance)	942,465
Occasional Teachers	250,000
Classroom Supplies and Textbooks	150,000
Staff Development	50,000
	<u>\$ 1,392,465</u>

Note 2

Actual expenditures to March 31, 2001 are lower than budget by approximately \$9 million as a result of the elementary strike/lockout which occurred from October 30, 2000 to November 21, 2000. Regulation 486/98 provides the legislative authority for the calculations surrounding the savings and expenses incurred by school boards in the event of a strike or lock-out of employees. An application for approval of strike related expenses will be submitted to the Ministry of Education. Grant revenues from the Ministry will be reduced by the estimated \$9 million less approved strike related expenses.

Note 3

At the Business Committee meeting of February 8, 2001, it was reported that expenditures are projected to exceed the 2000-2001 Budget by approximately \$390,000. This deficit will be offset, in part, by additional Ministry funding of approximately \$250,000.

Note 4

Actual retirement gratuity payments are projected to exceed budget by \$1.8 million. This deficit is based on approved retirement gratuities to date and a projection of payments to August 31, 2001.

Note 5

Natural gas expenditures were projected to exceed budget by \$1.2 million. This deficit was based on the significant increase in prices experienced over the past year. Since mid 1997 natural gas prices have increased from \$2.00 per gigajoule to \$11.00 (on a province wide basis). On April 10, 2001, the Ministry announced an additional allocation to offset the extraordinary natural gas price increases. The Board's share is \$1,071,804 thereby reducing the deficit to \$130,000.

Surplus (deficit) issues identified to date:

Transportation	\$ (140,000)
Retirement Gratuities	(1,800,000)
Energy (natural gas)	(130,000)
Elementary Teachers Salary Increases	(900,000)
	<u>\$ (2,970,000)</u>

#6

TO: Merv Matier, Director of Education and Secretary
FROM: A. Cupido, P.Eng., Superintendent of Plant Services
RE: Barton Secondary School Phase III Renovations
DATE: May 10, 2001

Approved for distribution
by the Director.

Signature: M. Matier

cc: May 4/01

Recommended Action:

1. Moved by _____, seconded by _____ that the Barton Secondary School Phase III Renovations project be awarded to the low bidder Derbtile Construction Inc., in the amount of \$1,608,000.00 plus GST.

Background:

Plant Services staff, in co-ordination with Svedas-Koyanagi Architect Inc. (Architect),

- Met with the Principal and stakeholders including school staff, school council representatives and student representatives on several occasions to provide information and complete a site specific needs study.
- Advertised and completed a Request for Pre-qualification: General Contractors, Mechanical Contractors and Electrical Contractors, on March 14, 2001.
- Tender closed on May 1, 2001

The scope of work will include asbestos abatement, ventilation improvements, gymnasium renovations, roofing, science room repairs and washroom improvements.

The summary of Tender Results are provided in a letter of recommendation from the Architect (Appendix 1).

Financial Analysis:

The proposed budget for this project is \$1,351,000. which will include roof repairs. The total project value including the asbestos abatement work, low tender bid, architectural fees, contingencies and GST rebates, is approximately \$540,000.00 over this budget. This amount will be provided for out of the 2001/2002 School Renewal Budget.

The scope of the work is consistent with the scope performed at Glendale school during the past several years. Any reduction in scope at this time would need to be added in the next phase.

AC/bb

SVEDAS
KOYANAGI
ARCHITECTS INC.Faxed (521-2545) and mailed

May 3, 2001

Our File: 101801/3.4

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The Hamilton-Wentworth District School Board
100 Main Street West
P. O. Box 2558
Hamilton, ON L8N 3L1

ATTENTION: Mr. Anthony F. Cupido, P. Eng.
Superintendent of Plant Services

Dear Sir:

RE: Phase III Renovations to Barton Secondary School
TENDER SUMMARY

Tenders for the above project closed at the Board Office *on Tuesday, May 1, 2001 at 3:00 p.m. sharp*. The following is a summary of the results of the public tenders as submitted by the Prequalified General Contractors:-

	General Contractor	Tender (without GST)	GST	Total
1.	Derbtile Construction	\$1,608,000.00	\$112,560.00	\$1,720,560.00
2.	STF Construction	\$1,621,558.88	\$113,509.12	\$1,735,068.00
3.	Bestco Construction	\$1,630,593.46	\$114,141.54	\$1,744,735.00
4.	H. Schilthuis Construction	\$1,644,000.00	\$115,080.00	\$1,759,080.00
5.	T.R. Hinan Contractor	\$1,671,962.62	\$117,037.38	\$1,789,000.00
6.	Martin-Stewart Contracting	\$1,682,242.99	\$117,757.01	\$1,800,000.00

The Hamilton-Wentworth District School Board
May 3, 2001
Page 2

Mechanical and Electrical tenders were received at the Bid Depository of the Hamilton Construction Association. Derbtile Construction Inc. has carried Mattina (Mechanical Contractor for Phases I, II and III of Glendale Secondary, and Phase II of Barton). R. Clairmont & Sons Contracting of Burlington was carried by Derbtile as the Electrical Contractor. Both firms are known to Svedas Koyanagi Architects, and we are confident that they are capable of completing the work on schedule.

Prequalified bidders attended the site orientation meeting and 'walk-thru' of Barton Secondary School on Thursday, April 19, 2001 at 3:15 p.m.

The General Contractors submitted with their form, the required Bid Bond, Agreement to Bond and the Board's Certificate of Insurance. Demik Construction Corp. withdrew from the bid on Monday, April 30, 2001 due to death in their family. G.S. Wark Ltd. tender was ruled invalid at the opening because the required insurance form was not included.

No separate prices were requested and no alternate prices were submitted by the General Contractor.

In general the submitted tenders were on the high side, however, based on the above, we recommend to the Hamilton-Wentworth District School Board acceptance of Derbtile Construction's low tender on the amount of **\$1,720,560.00, GST of \$112,560.00** which is *included* in his tender.

Derbtile Construction Inc. has submitted Appendix 'A', a complete List of Proposed Subcontractors as requested in the Tender Form. We are currently reviewing this list.

Derbtile Construction Inc. satisfactorily completed two (2) renovation Phases at Hill Park Secondary School for the Board in the early 1990's. We are confident that Derbtile Construction Inc. can successfully complete Phase III Renovations to Barton Secondary School by the end of August 2001 in order to meet September school opening.

Yours very truly;

SVEDAS KOYANAGI ARCHITECTS INC.



Per: James J. Koyanagi, OAA, MRAIC

JJK/le
Encl.

#7

TO: Merv Matier, Director of Education and Secretary

FROM: A. Cupido, P.Eng., Superintendent of Plant Services

RE: Tender Results – Window Replacements

May 10, 2001

Approved for submission
by the Director

Signature:

M. Matier

Date:

May 4/01

Recommended Action:

Moved by _____ seconded by _____ that
the Board approve the awarding of window replacement contracts to the recommended
Contractors listed in Appendix 1.

Background:

The Board, at its meeting of June 20, 2000 approved Basket Four in the Comprehensive Energy and Water Reduction Program. Within this Basket, a variety of measures were identified including provisions to replace windows in selected schools.

The Superintendent of Plant Services visited these schools with Architects and an anticipated scope was agreed upon.

Financial Analysis:

Three separate grouping of schools were tendered and the results are shown in Appendix 1.

The total estimated budget is \$2,520,000. including GST and professional fees.

With reference to this budget, not all schools or each facade could be considered at this time. Consideration was given to the general condition of the window systems in the schools identified in the program. Subject to the overall remaining budget in the Energy Program, consideration will be given to finish all schools at a later time if funds are available.

Tender Summaries from the Architects are provided for the schools noted.

AC/bb

APPENDIX 1

School	Architect	Scope	Tender Date	Recommended Contractor	Cost
Prince Philip	McCallum-Sather Arch.	South Elev. And Kindergarten	25-Apr-01	Alwind Industries Ltd.	\$53,278.03
A.M. Cunningham	McCallum-Sather Arch.	West, North and Front Elev.	25-Apr-01	Alwind Industries Ltd.	\$161,230.28
Holbrook	McCallum-Sather Arch.	All elevations	25-Apr-01	Alwind Industries Ltd.	\$30,318.95
George R. Allan	McCallum-Sather Arch.	All elevations	25-Apr-01	Alwind Industries Ltd.	\$175,044.89
Dalewood	McCallum-Sather Arch.	Main St and Haddon Ave.	25-Apr-01	Alwind Industries Ltd.	\$154,746.44
Queensdale - Kinderg.	McCallum-Sather Arch.	All elevations	25-Apr-01	Alwind Industries Ltd.	\$13,912.00
Glen Echo - Kindergarten	McCallum-Sather Arch.	All elevations	25-Apr-01	Alwind Industries Ltd.	\$9,746.00
					\$598,276.59
				GST	\$41,879.36
					\$640,155.95
Chedoke	Richard Butterworth Arch. Inc.	All elevations	04-May-01	STF Construction Ltd.	\$211,078.00
G.L. Armstrong	Richard Butterworth Arch. Inc.	All elevations	04-May-01	STF Construction Ltd.	\$194,744.00
Buchanan Park	Richard Butterworth Arch. Inc.	Repairs and Caulking	04-May-01	STF Construction Ltd.	\$54,201.00
Franklin Road	Richard Butterworth Arch. Inc.	Selected Elevations	04-May-01	STF Construction Ltd.	\$77,476.00
Huntington Park	Richard Butterworth Arch. Inc.	Selected Elevations	04-May-01	STF Construction Ltd.	\$76,807.50
Caulking and Sealing	Richard Butterworth Arch. Inc.		04-May-01	Included above	
Allowances	Richard Butterworth Arch. Inc.		04-May-01	Included above	
Overhead and Profit	Richard Butterworth Arch. Inc.		04-May-01	Included above	
Permits, etc	Richard Butterworth Arch. Inc.		04-May-01	Included above	
					\$614,306.50
				GST	\$43,001.46
					\$657,307.96
W.H. Ballard	ADI Architect Inc.	All elevations		Under construction	\$499,000.00
Parkdale	ADI Architect Inc.	All elevations	12-Apr-01	Alwind Industries Ltd.	\$124,739.00
Memorial -Hamilton	ADI Architect Inc.	South and West elevations	12-Apr-01	Alwind Industries Ltd.	\$154,833.00
Woodward Ave.	ADI Architect Inc.	All elevations	12-Apr-01	Aerloc Industries Ltd.	\$103,048.49
Eastmount Park	ADI Architect Inc.	All elevations	12-Apr-01	Aerloc Industries Ltd.	\$162,547.96
					\$1,044,168.45
Architect Fees etc.					\$210,000
Masonry Component				Estimate	\$80,000.00
GRAND TOTAL					
				Estimated gst rebate	\$2,631,632.36
				Net total	\$120,000.00
Total Budget					\$2,511,632.36
Difference					\$2,520,000.00
					\$8,367.64

7-1

SUMMARY OF BIDS



7-2

Name of Project: MEMORIAL SCHOOL WINDOWS REPLACEMENTS
 Name of Client: THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD
 Bid Closing: THURSDAY APRIL 12, 2001 @ 2.00 PM - BOARD'S OFFICES
 Project No.: ADI-0127
 Date Recorded: THURSDAY 12 APRIL 01

#	Name of Bidder	SEPARATE #1 (GST) Col #3	SEPARATE #2 (GST) Col #4	SEPARATE #3 (GST) Col #5	SEPARATE #4 (GST) Col #6	TOTAL BID AMOUNT INCL. GST ADD Col 3 - 7	Agreement to Bond Bid Security (bld bond, certified cheque, etc.)	Proposed Completion Date
		SOUTH		EAST		NORTH		WEST
1	ALWIND INDUSTRIES LTD.	\$ 51,945.00 (3,398.27)	\$ 117,730.00 (7,701.96)	\$ 47,130.00 (3,083.27)	\$ 102,888.00 (6,730.99)	\$ 309,887.00 (20,272.98)	YES	
2	WINDSPEC INC.					\$ 323,976.74 ()	YES	
3	BARTON GLASS	DEEMED INFORMAL						• NO SECURITY • NO TECHNICAL INFO AS WAS REQUIRED
4	AERLOC INDUSTRIES LTD.	NO BID						
5	CITY WINDOWS & GLASS	NO BID						
6	US ALUMINIUM	DID NOT PICK UP DOCUMENTS						
7	PRIMELINE	DID NOT PICK UP DOCUMENTS						

SUMMARY OF BIDS



Name of Project: PARKDALE SCHOOL WINDOWS REPLACEMENTS

Project No.: ADI-0128

Name of Client: THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

Date Recorded: THURSDAY 12 APRIL 01

Bid Closing: THURSDAY APRIL 12, 2001 @ 2.00 PM - BOARD'S OFFICES

#	Name of Bidder	SEPARATE #1 (GST) Col #3	SEPARATE #2 (GST) Col #4	SEPARATE #3 (GST) Col #5	SEPARATE #4 (GST) Col #6	TOTAL BID AMOUNT INCL. GST ADD Col 3 - 7	UNIT PRICE	Agreement to Bond Bid Security (bid bond, certified cheque, etc.)	Proposed Completion Date
1	ALWIND INDUSTRIES LTD.	\$ 39,620.00 (2,591.96)	\$ 13,510.00 (883.83)	\$56,150.00 (3,673.36)	\$18,910.00 (1,237.10)	\$124,739.00 (8,160.49)	\$2,425.00 (158.63)		
2	WINDSPEC INC.					#129,127.60 ()			
3	BARTON GLASS	DEEMED INFORMAL • NO SECURITY • NO TECHNICAL INFO AS WAS REQUIRED							
4	AERLOC INDUSTRIES LTD.	NO BID							
5	CITY WINDOWS & GLASS	NO BID							
6	US ALUMINUM	DID NOT PICK UP DOCUMENTS							
7	PRIMELINE	DID NOT PICK UP DOCUMENTS							

7-3

SUMMARY OF BIDS



Name of Project: WOODWARD SCHOOL WINDOWS REPLACEMENTS
 Name of Client: THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD
 Bid Closing: THURSDAY APRIL 12, 2001 @ 2.00 PM - BOARD'S OFFICES
 Project No.: ADI-0129
 Date Recorded: THURSDAY 12 APRIL 01

#	Name of Bidder	SEPARATE			SEPARATE			SEPARATE #4 (GST) Col #7	TOTAL BID AMOUNT INCL. GST ADD Col 3 - 7	UNIT PRICE	Agreement to Bond Bid Security (bid bond, certified cheque, etc.)	Proposed Completion Date
		#1 (GST) Col #3	#2 (GST) Col #4	#3 (GST) Col #5	#3A (GST) Col #6	NORTH (PART ELEV)	SOUTH					
	AERLOC INDUSTRIES LTD.	\$25,585.84 (1,673.84)	\$28,949.92 (1,893.92)	\$12,637.77 (826.77)	\$8,775.07 (574.00)			\$27,099.89 (1,772.89)	\$103,048.49 \$ 6,741.49	4315.00 (283.00)		
	ALWIND INDUSTRIES LTD.	\$31,874.00 (2,085.21)	\$35,059.00 (2,293.58)	\$16,109.00 (1,053.86)	11,240.00 (735.32)			\$34,689.00 (2,269.37)	\$126,228.00 (8,257.90)	\$ 3,165.00 (207.04)		
	WINDSPEC INC.								\$122,411.21			
	BARTON GLASS	()	()	()	()	()	()	()				
	CITY WINDOWS & GLASS	DEEMED INFORMAL										
	US ALUMINUM	• NO SECURITY • NO TECHNICAL INFO AS WAS REQUIRED										
	PRIMELINE	NO BID										
		DID NOT PICK UP DOCUMENTS										
		DID NOT PICK UP DOCUMENTS										

SUMMARY OF BIDS



Name of Project: EASTMOUNT PARK SCHOOL WINDOWS REPLACEMENTS

Project No.: ADI-1107

Name of Client: THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

Date Recorded: THURSDAY 12 APRIL 01

Bid Closing: THURSDAY APRIL 12, 2001 @ 2:00 PM - BOARD'S OFFICE

#	Name of Bidder	SEPARATE #1 (GST) Col #3	SEPARATE #2 (GST) Col #4	SEPARATE #3 (GST) Col #5	SEPARATE #4 (GST) Col #6	SEPARATE #5 (GST) Col #7	SEPARATE #6 (GST) Col #8	TOTAL BID AMOUNT INCL. GST ADD Col 3 - 7	UNIT PRICE	Agreement to Bond Bid Security (bid bond, certified cheque, etc.)	Proposed Completion Date		
		WEST		NORTH		NORTH (N2) COURTYARD ELEV.		EAST		SOUTH		SOUTH (S2) COURTYARD ELEV.	
1	AERLOC INDUSTRIES LTD.	\$ 23,348.47 (1,527.47)	\$ 39,253 (2,568.00)	\$ 27,409.12 (1,793.12)	\$ 17,164.94 (1,122.94)	\$ 29,624.02 (1,938.02)	\$ 25,747.41 (1,684.41)	\$ 162,547.96 (10,633.96)	\$ 3,745.00 (245.00)				
2	ALWIND INDUSTRIES LTD.	\$ 31,792.15 (1,952.15)	\$ 48,029.15 (2,949.15)	\$ 31,600.37 (1,940.37)	\$ 19,848.78 (1,218.78)	\$ 32,516.63 (1,996.63)	\$ 29,362.00 (1,802.99)	\$ 176,493.00 (11,546.27)	\$ 2,946.00 (\$ 192.72)				
3	WINDSPEC INC.							\$ 188,310.37					
4	BARTON GLASS	() () () () () ()											
DEEMED INFORMAL													
• NO SECURITY													
• NO TECHNICAL INFO AS WAS REQUIRED													
5	CITY WINDOWS & GLASS	NO BID											
6	US ALUMINIUM	DID NOT PICK UP DOCUMENTS											
7	PRIMELINE	DID NOT PICK UP DOCUMENTS											

Preliminary Costing
Window Component Only
 HWDSB
 Window Replacement
 April 26/01

School	Phase 1 Cost	Phase 2 Cost	Total
Prince Philip Phase 1 South elevation and Kindergarten	\$ 53,278.03		
Prince Philip Phase 2 All other openings		\$ 67,332.41	
Total Prince Philip			\$ 120,610.44
A.M. Cunningham - Phase 1 West and North Elevations	\$ 74,881.68		
A.M. Cunningham - Phase 2 Front Elevation		\$ 86,348.60	
Total A.M. Cunningham			\$ 161,230.28
Holbrook	\$ 30,318.95		\$ 30,318.95
George R. Allan Phase 1 South and West Elevations (front)	\$ 131,547.35		
George R. Allan Phase 2 North and East Elevations (rear)		\$ 43,519.54	
Total George R. Allan			\$ 175,066.89
Dalewood Phase 1 Main St. and Haddon Ave. Elevations (front)	\$ 154,746.44		
Dalewood Phase 2 Rear and Side Elevations		\$ 68,945.95	
Total Dalewood			\$ 223,692.39
Glen Echo Kindergarten	\$ 13,912.00		\$ 13,912.00
Queensdale Kindergarten	\$ 9,746.00		\$ 9,746.00
TOTAL	\$ 468,430.45	\$ 266,146.50	\$ 734,576.95

Note: This estimate includes a 10% contingency allowance on the supply and installation of all windows

Various Schools
Window
Retrofits
00-109, 01-101-6

7-7
TENDER FORM

SEPARATE PRICES

Amount by which, the tender amount would be altered by using.

	\$CREDIT
STINSON STREET SCHOOL	<u>185,329⁰⁰</u>
G.L. ARMSTRONG SCHOOL	<u>194,744⁰⁰</u>
FRANKLIN ROAD SCHOOL	<u>154,952⁰⁰</u>
HUNTINGTON PARK SCHOOL	<u>153,615⁰⁰</u>
BUCHANAN PARK SCHOOL	<u>54,201⁰⁰</u>
CHEDOKE SCHOOL	<u>211,678⁰⁰</u>
HILLCREST SCHOOL	<u>38,599⁰⁰</u>

Richard G. Butterworth Architect Inc.

#8

TO: Merv Matier, Director of Education and Secretary
FROM: A. Cupido, P.Eng., Superintendent of Plant Services
RE: Building Renewal Program 2001/2002 – Year Three
DATE: May 10, 2001

Approved for distribution
by the Director

Signature: _____

M. Matier
Date: *May 4/01*

Recommended Action:

1. Moved by _____, seconded by _____ that Year Three of the Building Renewal Program, listed in Appendix I, be accepted for implementation commencing September 1, 2001.
2. That the Superintendent of Plant Services be authorized to proceed with selected projects listed on Appendix II prior to September 1, 2001. Costs incurred in 2000/2001 to be funded on a temporary basis from working reserves.

Background:

The Board, at its meeting of 2000 06 20 approved the second year of a Five Year Building Renewal Program. That program and the corresponding projects are currently underway and will be completed on or about August 31, 2001.

The third year of the plan is proposed at this time to facilitate proper planning and preparation. A number of significant factors have arisen that have required administration to reprioritize some proposed items.

These factors are:

- (i) Life safety issues, security concerns, equipment failures and site conditions.
- (ii) School accommodation issues, namely proposed renovations at Centennial School.
- (iii) Items of a contingent nature not previously recognized or known
- (iv) Compliance with Codes, Acts and Regulations – namely Part 4 of the Fire Code
- (v) Results of comprehensive roof inspections

With these factors considered, the proposed building renewal program is found in Appendix I.

With reference to Appendix I, the following shall be noted:

- Projects are ranked by priority – safety risk, urgent and high

- The majority of projects were identified last year and are now being listed due to a new renewal budget
- A significant emphasis has been made for security upgrades to secondary schools and our Education Centre security office
- Selected projects have been identified in Appendix II, that relate to Board motions, continuity with previous phase of Westdale Renovations 2001/2002, summer scheduling and safety. The Superintendent of Plant Services is requesting that these projects commence in whole or in part this summer.

Financial Analysis:

The estimated School Renewal allocation from the Ministry for 2001/2002 is \$6,900,000.

For the purposes of this report, a budget of approximately \$6,900,000. will be assumed.

Hamilton-Wentworth District School Board

Event Listing for Year 3 Renewal (2001-2002)

Printed On: 5/2/2001

Building	Technical Instance	Brief Description	Year	Event Priority	Cost	Cumulative Co	Approved
Highland	05.1-010 Architectural Asbestos	Asbestos Removal - Corridors and Cafeteria	2002	7. Immediate Safety Risk	\$550,000	\$550,000	Yes
Dundas Central	03.1-180 Ventilation Fans	Install Dehumidification System in Boiler area	2002	7. Immediate Safety Risk	\$130,000	\$680,000	Yes
Westdale	04.5-030 Emergency Power System	[Replace] - [04.5-030 Emergency Power System]	2002	7. Immediate Safety Risk	\$20,000	\$700,000	Yes
To Be Determined	01.5-010 Fire Alarm System	Fire Code compliance - including Part 4	2002	6 Current Code Violation	\$200,000	\$900,000	Yes
Westdale	01.5-100 Washroom Accessories	[Replace] - [01.5-100 Washroom Accessories]	2002	5. Urgent	\$10,000	\$910,000	Yes
To Be Determined	03.1-090 DX Split & Packaged Units	Repair various air systems	2002	5 Urgent	\$50,000	\$960,000	Yes
Barton	All Technical Items	Repair - General Renovation: Barton Secondary School Renovations Phase 4	2002	5. Urgent	\$850,000	\$1,810,000	Yes
Westdale	04.6-010 Clock Systems	[Replace] - [04.6-010 Clock Systems]	2002	5. Urgent	\$10,000	\$1,820,000	Yes
Highland	01.4-010 Roof Coverings	Replace roof on gym and tech wing.	2002	5. Urgent	\$192,000	\$2,012,000	Yes
Stinson Street	01.4-010 Roof Coverings	Replace roof on Annex.	2002	5. Urgent	\$45,000	\$2,057,000	Yes
Westdale	01.4-010 Roof Coverings	Roof Repair	2002	5. Urgent	\$22,500	\$2,079,500	Yes
Prince of Wales	01.4-010 Roof Coverings	Replace roof on gym.	2002	5. Urgent	\$29,754	\$2,109,254	Yes
Westdale	01.5-030 Fittings & Equipment	Repair - Architectural Equipment: Locker replacement for the entire school - 1300 students	2002	5. Urgent	\$140,000	\$2,249,254	Yes
Westdale	04.3-020 Exterior Lighting	[Replace] - [04.3-020 Exterior Lighting]	2002	5. Urgent	\$10,000	\$2,259,254	Yes
Westdale	04.5-020 Electrical Heating Systems	[Replace] - [04.5-020 Electrical Heating Systems]	2002	5. Urgent	\$10,000	\$2,269,254	Yes
Yorkview	01.4-010 Roof Coverings	Replace 2nd floor roof.	2002	5. Urgent	\$76,000	\$2,345,254	Yes

Event Listing for Year 3 Renewal (2001-2002)

APPENDIX 1
8-2

8-3

Building	Technical Instance	Brief Description	Year	Event Priority	Cost	Cumulative Co	Approved
Tweedsmuir	01.4-010 Roof Coverings	Repair Roof	2002	5. Urgent	\$25,000	\$2,370,254	Yes
Westdale	03.1-180 Ventilation Fans	[Replace] - [03.1-180 Ventilation Fans]	2002	5. Urgent	\$10,000	\$2,380,254	Yes
Centennial	All Technical Items	Centennial Renovations	2002	5. Urgent	\$875,000	\$3,255,254	Yes
All Portables	All Technical Items	Portable Installations - Allowance	2002	5. Urgent	\$50,000	\$3,305,254	Yes
To Be Determined	All Technical Items	Accommodation Reviews	2002	5. Urgent	\$65,000	\$3,370,254	Yes
To Be Determined	All Technical Items	Computer room Upgrades/DT/FS Renovations	2002	5. Urgent	\$75,000	\$3,445,254	Yes
To Be Determined	All Technical Items	Gymnasium Upgrades - Various Schools including flooring and painting	2002	5. Urgent	\$350,000	\$3,795,254	Yes
Westdale	01.3-030 Exterior Doors	[Replace] - [01.3-030 Exterior Doors]	2002	5. Urgent	\$50,000	\$3,845,254	Yes
Orchard Park	01.4-010 Roof Coverings	Repair - Built Up: Technical wing roof replacement	2002	5. Urgent	\$170,000	\$4,015,254	Yes
W. H. Ballard	03.1-140 Air Handling Units	Install Ventilation System	2002	5. Urgent	\$200,000	\$4,215,254	Yes
Centennial	01.4-010 Roof Coverings	[Replace] - [Roof]	2002	5. Urgent	\$160,000	\$4,375,254	Yes
Eastmount Park	00.1-040 Parking Lots & Roadway	Cyclical Renewal - Driveways: Resurface the playground.	2002	5. Urgent	\$20,000	\$4,395,254	Yes
Mountview	00.1-040 Parking Lots & Roadway	Cyclical Renewal - Parking Lots - Asphalt: RESURFACE AND REGRADE PLAYGROUND AREA --PROVIDE ADDITIONAL DRAINAGE	2002	5. Urgent	\$50,000	\$4,445,254	Yes
Westdale	04.5-050 Security System	[Replace] - [04.5-050 Security System]	2002	5. Urgent	\$30,000	\$4,475,254	Yes
Westdale	03.3-050 Plumbing Piping Systems	[Replace] - [03.3-050 Plumbing Piping Systems]	2002	5. Urgent	\$10,000	\$4,485,254	Yes
Mount Albion	03.3-050 Plumbing Piping Systems	Cyclical Renewal - Piping: water service moved above service tunnels	2002	5. Urgent	\$100,000	\$4,585,254	Yes
Westdale	03.1-140 Air Handling Units	[Replace] - [03.1-140 Air Handling Units]	2002	5. Urgent	\$100,000	\$4,685,254	Yes
Tweedsmuir	01.5-010 Partitions	Cyclical Renewal - Paint and Covering: INTERIOR PAINTING	2002	5. Urgent	\$30,000	\$4,715,254	Yes
Westdale	03.1-080 AHU Heating & Cooling Coils	[Replace] - [03.1-080 AHU Heating & Cooling Coils]	2002	5. Urgent	\$15,000	\$4,730,254	Yes
Westdale	01.5-020 Millwork	[Replace] - [01.5-020 Millwork]	2002	5. Urgent	\$10,000	\$4,740,254	Yes
Sherwood Secondary	04.5-050 Security System	Replace - Communication and Alarm: SUPPLY AND INSTALL IN HOUSE VIDEO SURVEILLANCE CAMERAS	2002	5. Urgent	\$30,000	\$4,770,254	Yes

Event Listing for Year 3 Renewal (2001-2002)

8-4

Building	Technical Instance	Brief Description	Year	Event Priority	Cost	Cumulative Co	Approved
Westdale	03.2-010 Controls	[Replace] - [03.2-010 Controls]	2002	5 Urgent	\$30,000	\$4,800,254	Yes
Salfleet	04.5-050 Security System	Repair - Communication and Alarm: additional cameras in the school	2002	5 Urgent	\$30,000	\$4,830,254	Yes
Westdale	03.1-050 Heating & Cooling Piping Systems	Replace 03.1-050 Heating & Cooling Piping Systems (Repair Valves and Make Good)	2002	5 Urgent	\$10,000	\$4,840,254	Yes
Rousseau	04.5-050 Security System	[Replace] - [04.5-050 Security System]	2002	5 Urgent	\$20,000	\$4,860,254	Yes
Education Centre	04.5-050 Security System	[Replace] - [04.5-050 Security System]	2002	5 Urgent	\$80,000	\$4,940,254	Yes
To Be Determined	05.3 Underground Storage Tanks	Buried Oil Tank Decommissioning	2002	5 Urgent	\$200,000	\$5,140,254	Yes
Orchard Park	04.5-050 Security System	Repair - Communication and Alarm: Addition of cameras to security system.	2002	5 Urgent	\$30,000	\$5,170,254	Yes
Ancaster High	04.5-050 Security System	[Replace] - [04.5-050 Security System]	2002	5 Urgent	\$40,000	\$5,210,254	Yes
Waterdown	01.5-070 Floor Finishes	Atrium Retrofit for flooring	2002	5 Urgent	\$45,000	\$5,255,254	Yes
Westdale	01.5-080 Ceiling Finishes	[Replace] - [01.5-080 Ceiling Finishes]	2002	5 Urgent	\$20,000	\$5,275,254	Yes
G R. Allan	03.1-090 DX Split & Packaged Units	Repair - Rooftop Single Zone: VENTILATION	2002	5 Urgent	\$200,000	\$5,475,254	Yes
Westdale	01.5-070 Floor Finishes	Repair - Tile and Covering: Flooring replacement - various locations	2002	5 Urgent	\$50,000	\$5,525,254	Yes
To Be Determined	01.5-010 Partitions	Painting - Various Schools	2002	5 Urgent	\$40,000	\$5,565,254	Yes
Sir Allan McNab	04.5-050 Security System	Security system and devices	2002	5 Urgent	\$30,000	\$5,595,254	Yes
Billy Green	00.1-090 Site Improvements	Fencing and gate installations for parking area	2002	5 Urgent	\$25,000	\$5,620,254	Yes
Sherwood Heights	00.1-040 Parking Lots & Roadway	INSTALL A PARKING LOT -- SCHOOL HAS NONE	2002	5 Urgent	\$30,000	\$5,650,254	Yes
Winona Public	03.1-090 DX Split & Packaged Units	Repair - Rooftop Single Zone: Repair assessment for air conditioner unit above kindergarten	2002	5 Urgent	\$50,000	\$5,700,254	Yes
Lawfield	03.1-040 Parking Lots & Roadway	Repair - Parking Lots - Asphalt: new parking lot at west end of school	2002	5 Urgent	\$280,000	\$5,980,254	Yes
Millgrove	00.1-040 Parking Lots & Roadway	Repair - Driveways: Installation of a bus turn around area	2002	5 Urgent	\$40,000	\$6,020,254	Yes
Westdale	04.5-040 Communication Systems	Repair - Communication and Alarm: New P.A. system including central clock. Also networking for computers	2002	5 Urgent	\$30,000	\$6,050,254	Yes
Sir Isaac Brock	01.5-070 Floor Finishes	Replace carpeting in the classrooms and library	2002	5 Urgent	\$30,000	\$6,080,254	Yes

Event Listing for Year 3 Renewal (2001-2002)

8-5

Building	Technical Instance	Brief Description	Year	Event Priority	Cost	Cumulative Co	Approved
Westdale	04.5-010 Fire Alarm System	[Replace] - [04.5-010 Fire Alarm System]	2002	5. Urgent	\$20,000	\$6,100,254	Yes
Sir Wilfrid Laurier	00.1-040 Parking Lots & Roadway	Upgrade - Parking Lots: Add new parking lot	2002	4. High	\$60,000	\$6,160,254	Yes
Sir Isaac Brock	01.4-010 Roof Coverings	Replace built-up roof and perimeter flashing	2002	4. High	\$90,000	\$6,250,254	Yes
Prince Philip	00.1-040 Parking Lots & Roadway	Repair - Parking Lots - Asphalt: ASPHALT REPLACEMENT IN PLAYGROUND, PARKING LOT	2002	4. High	\$50,000	\$6,300,254	Yes
Westmount Secondary	01.4-010 Roof Coverings	Replace built-up roof assembly.	2002	4. High	\$160,000	\$6,460,254	Yes
Gibson	01.5-010 Partitions	Cyclical Renewal - Paint and Covering: Paint interior of gymnasium	2002	4. High	\$25,000	\$6,485,254	Yes
Ancaster High	01.4-010 Roof Coverings	Replace roof on south boiler room	2002	4. High	\$22,500	\$6,507,754	Yes
To Be Determined	All Technical Items	Install Barrier Free Pathways	2002	4. High	\$200,000	\$6,707,754	Yes
James MacDonald	01.5-010 Partitions	Painting Interior	2002	4. High	\$25,000	\$6,732,754	Yes
Memorial - Stoney Creek	01.5-010 Partitions	Paint and Covering: Paint classrooms, gym, hallway (walls & ceilings)	2002	4. High	\$25,000	\$6,757,754	Yes
Westdale	01.5-010 Partitions	Repair - Paint and Covering: Painting of the school in general including the auditorium	2002	4. High	\$175,000	\$6,932,754	Yes

8-6

Selected Projects for Commencement - Summer 2001				Appendix II
Item	School	Project	Estimated Project Cost	Remarks
1	Westdale	All listed items	\$752,500	Approval needed to order lockers which have a long delivery time. Summer is the most appropriate time for painting and installation of ventilation improvements.
2	Dundas Central	Ventilation improvements	\$130,000	Ventilation issue related to mould.
3	To be Determined	Computer Room Upgrades/DT/FS	\$75,000	To ensure readiness for September 2001 and to ensure tie-in with IBM program
4	Waterdown	Atrium retrofit for flooring	\$45,000	Work can only be completed in the summer.
5	To be Determined	Fire Code compliance - part 4	\$200,000	Code compliance requirements which must commence this summer
6	Mountview	Playground Improvements	\$50,000	Urgent repairs needed before September 2001.
7	Prince Philip	Playground Improvements	\$50,000	Urgent repairs needed before September 2001.
8	Lawfield/Vern Ames	Playground and Parking Improvements	\$280,000	Urgent repairs needed before September 2001. Has been a safety concern for several years
9	Highland	Asbestos removal	\$550,000	Due to the significant scope of this project some work will commence in the summer. Specific focus to the mechanical room.
10	Highland	Roof repairs	\$192,000	Urgent repairs needed before September 2001.
11	Sir Isaac Brock	Roof repairs	\$90,000	Urgent repairs needed before September 2001.
12	Millgrove	Parking and entrance improvements	\$40,000	Urgent repairs needed before September 2001 for safety reasons
13	Mount Albion	Water Service replacement	\$100,000	To avoid service disruption due to freezing.
14	Barton Secondary	General renovations	\$850,000	Approval needed to address the shortfall with the tendered value for phase 3.

#9

THE HAMILTON-WENTWORTH DISTRICT

Approved for distribution
by the Director.

Signature: _____

Date: _____

MEMORANDUM

To: Merv Matier, Director of Education

From: Wayne Joudrie, Superintendent of Education
Don Grant, Superintendent of Business

Date: May 10, 2001

Subject: TREVLAC HARDWARE ACTION PLAN

RECOMMENDED ACTION:

Moved by _____, that the HWDSB approve the Trevlac Hardware Action Plan at a cost of \$375 000 to be funded from the 2001/2002 capital budgets. Costs incurred in 2000/2001 to be funded on a temporary basis from working reserves.

RATIONALE:

Currently we are into our second year in the implementation of the Trevlac Student Information System. At Business Committee meetings of November 9, 2000 and March 22, 2001, reports were provided for the Trustees with respect to this project. In both cases, one of the outstanding issues dealt with hardware and network concerns.

More specifically, these hardware and network concerns may be summarized as five key issues with significant implications for our system.

Issue #1 Slow Report Generation and Printing

Implications:

- Time wasted waiting for reports is having an effect on staff productivity
- End users are frustrated with Trevlac
- End user commitment and buy-in to Trevlac system is impacted
- End user use of Trevlac for analysis and decision-making is impaired
- Limits accessibility to Trevlac in Elementary schools.

Issue #2 School Databases Corruption

Implications:

- Loss of data
- Accuracy of District analysis and reporting is impacted
- Significant effort of IT staff to recover and restore old databases.

Issue #3 Limited Access in Elementary Schools

Implications:

- Not all users who need access get access
- Data required for analysis and decision-making is not available.

- Issue #4 Consolidation of School Data into District Database is Difficult
 Implications:
- Significant staff effort is expended in database consolidation.

- Issue #5 Data Quality
 Implications:
- Data is not always complete
 - Accuracy of District analysis and reporting is impacted.

In order to address these issues, three alternative options have been identified:

- Option #1 New servers in all schools
New workstations in elementary offices
- Advantages:
- Improvement in report and printing speed
 - Reduction in data corruption
 - Full access in elementary schools
- Disadvantages:
- Maintenance of 137 sites
 - Inconsistent practices from school to school
 - Corporate data consolidation difficult
 - Cost of solution \$3,964,000.
- Option #2 New servers in all secondary schools as central hubs for cluster of schools
- Advantages:
- Improvement in report and printing speed
 - Reduction in data corruption
 - Consolidation of data to 20 sites from 137
- Disadvantages:
- Increase on W.A.N. traffic
 - Maintenance of 20 sites
 - Inconsistent practices from school to school
 - Cost of solution \$866,000.
- Option #3 High speed Terminal Servers in Board Office. All data flows through central office servers.
- Advantages:
- Improvement in report and printing speed
 - Reduction in data corruption
 - Full access to Trevlac at elementary schools
 - All data consolidated in one location for system reporting
 - Easier to maintain
 - No school/school inconsistencies
 - Existing workstation technology can be utilized
 - Cost of solution \$375,000
- Disadvantages:
- Server outage affects all schools
 - Increase in W.A.N. traffic.

PREFERRED OPTION: Option #3

FUNDING STRATEGY:

	Implementation Cost	Annual Operating	Total
Instructional Computers	180,000	45,000	225,000
Board Administration	120,000	30,000	150,000
	300,000	75,000	375,000

Due to long term leases that will be completed prior to August 31, 2001, it is anticipated that capital budgets on Instructional Computers and Board Administration will be able to accommodate this project out of the 2001/2002 budget.

IMMEDIATE IMPLEMENTATION:

In order to provide for an immediate start to this project, it is recommended that any costs incurred in 2000/2001 be funded on a temporary basis from working reserves.

An immediate start is suggested in order to address the following key operational objectives. In preparation for the 2001-2002 school year:

- Enhance security of student data and confidence in the operating environment for the Student Administration System.
- Address performance issues associated with the system.
- Provide greater accessibility to the system.
- Minimize disruption to the school office through the implementation and testing during the summer months

The Hamilton-Wentworth District School Board Impact Summary

Recommended Action:

That the HWDSB approve the Trevlac Hardware Action Plan at a cost of \$375,000 to be funded from the 2991.2002 capital budgets. Costs incurred in 2000/2001 to be funded on a temporary basis from working reserves.

The impact of approving the foregoing recommended action is as follows:

1.	Benefits/Expected Outcomes: <ul style="list-style-type: none"> ▪ Improved reliability of data ▪ Consistent procedures for data management ▪ Improved access to Trevlac to Elementary Schools <p> <input checked="" type="radio"/> Yes <input type="radio"/> No Recommended action is consistent with Board beliefs and criteria for decision-making. </p>
2.	Target Audience: <ul style="list-style-type: none"> ▪ Audience recommended action is expected to impact—Secretarial/General-400 ▪ Annual number expected to benefit in any 12 month period—Administrators-300
3.	Costing Detail: <ul style="list-style-type: none"> ▪ Effective date of recommended action

	Start-Up Cost	Operating Cost (*This Year Residual)	Operating Cost (Next Full Year)
Permanent Staff: FTE=____ Salary + Benefits			
Temporary Assistance:			
Supplies:			
Equipment: -10 Servers and related peripherals	\$300 000	Nil	\$75 000
Accommodation/ Transportation			
Total	\$300 000	\$0	\$75 000

4.	Funding: Source Recommended: Shared cost between Instructional Computers and Board Administrative Computers Activities/Programs negatively impacted by shift of funding—Repair budgets will be lower, however, new computers should reduce this cost in 2001/2002. Compliance with legislated enveloping requirements. <p> <input checked="" type="radio"/> Yes <input type="radio"/> No Classroom/Nonclassroom Special Education Board Administration and Governance School Renewal/Debenture/New Pupil Place </p>
-----------	--

Date: _____

Note: Impact Summary not required if recommended action is to receive report for information.

#10

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

MEMORANDUM

Approved for distribution
by the Director.

Signature: _____

M. Matier

Date: _____

May 4/01

To: Merv Matier, Director of Education
From: Wayne Joudrie, Superintendent of Education
Date: May, 2001
Subject: **LIBRARY AUTOMATION R.F.P.**

Recommended Action:

Moved by _____, that Epixtech be approved as the Library Automation Software for the H-W.D.S.B.

Rationale:

Library Automation is one of the components identified in the H.W.D.S.B. Info Tech Long Range Plan. To address this goal, a Request For Proposals was issued on January 26, 2001.

The result of the initial RFP was a list of vendor which included: Alexandria, Epixtech, Follett, Insignia, SIRS Mandarin, SIRSI, and TLC. A shortlist was agreed upon by the Selection Committee. The shortlist included Epixtech, Follett, and TLC.

After reviewing each of these three vendors through half-day sessions, the committee agreed unanimously to recommend Epixtech.

The details of the selection process and the benefits of Epixtech are highlighted in the attached Library Automation Report (Appendix A).

The Hamilton-Wentworth District School Board Impact Summary

Recommended Action:

That Epixtech be approved as the Library Automation Software for H.W.D.S.B.

The impact of approving the foregoing recommended action is as follows:

1.	Benefits/Expected Outcomes:	<ul style="list-style-type: none"> ▪ Maximize use of School Library Resources. ▪ Streamline Procedures for Processing Library Materials ▪ Standardize Library System across the H-W.D.S.B. 		
	<input checked="" type="radio"/> Yes <input type="radio"/> No	Recommended action is consistent with Board beliefs and criteria for decision-making.		
2.	Target Audience:	<ul style="list-style-type: none"> ▪ Audience recommended action is expected to impact—3,000 teachers & tchr/librarians ▪ Annual number expected to benefit in any 12 month period—60,000 students 		
3.	Costing Detail:	<ul style="list-style-type: none"> ▪ Effective date of recommended action— 		
		Start-Up Cost	Operating Cost (*This Year Residual)	Operating Cost (Next Full Year)
	Permanent Staff: FTE = 1.5 Salary + Benefits			\$
	Temporary Assistance:			
	Supplies:			\$
	Equipment: Software, Hardware and Training Costs		\$175,000	\$175,000 x 4 add'l years
	Accommodation/ Transportation			
	Total		\$175,000	\$175,000 x 4 add'l years
4.	Funding:	<p>Source Recommended: \$175,000/year for 5 years from School Budgets.</p> <p>Activities/Programs negatively impacted by shift of funding—NIL.</p> <p>Compliance with legislated enveloping requirements.</p>		
	<input checked="" type="radio"/> Yes <input type="radio"/> No	Classroom/Nonclassroom Special Education Board Administration and Governance School Renewal/Debuture/New Pupil Place		

Date: May, 2001

Note: Impact Summary not required if recommended action is to receive report for information.

School Library Automation: Report and Recommendations

Report to:

**Wayne Joudrie, Superintendent of Education and the
Hamilton-Wentworth District School Board**

Submitted by:

**School Library Information Centre Advisory Committee,
RFP Sub-Committee**

**Marilyn Legault, IT Consultant for School Libraries
Anne Church, Acting Head Librarian, Paikin Library**

Date:

May 3, 2001

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1. Executive Summary

The School Library Information Centre Advisory Committee's Request for Proposal Sub-Committee is pleased to make recommendations to the Superintendent of Education Responsible for Information Technology about the future directions for an automated library system for elementary and secondary schools.

The automated library system provides the environment for students and staff to research library materials in a Web-based catalogue, to manage the circulation and control of library inventories and to provide the systems and technical functionalities to support the system.

The major opportunities and benefits of a new automated library system are:

- enhancement of student learning, through
 - integration of technology into curricula,
 - better access to materials through user-friendly software, and
 - convenient, self-serve access;
- promotion of reading and information literacy;
- Internet access to school library holdings from classrooms, computer labs and home;
- easy access to move from school library to public library database;
- creation of a uniform library system platform across the Board;
- automation of the two-thirds of elementary schools that are currently not automated;
- streamlining of cataloguing processes at schools and centrally, to reduce duplication of work; and
- cost efficient use of staff and resources with centralized model, making more time available for teacher-librarians to teach information literacy and research skills, and support curricula.

Therefore, it is recommended that the Board:

- automate all its school libraries, at a total cost of \$875,000;
- enter into contract with the library automation vendor, Epixtech, of Waterloo, Ontario, to provide the automated library system; and that
- implement the project from 2001 to 2005.

2. Current Scenario

The Board currently provides library services to its elementary and secondary schools through two service delivery models, one based on automated library systems and the other based on non-automated processes. Within these two service delivery models, are several sub-systems dating from the predecessor boards.

2.1 Automated School Libraries

The automated service delivery model includes a computerized record of library materials and means of charging materials:

- total 53 school sites and 1 central site at Paikin Library
 - 17 secondary school libraries, and 36 primary/junior, middle and K-8 schools, of varying school populations
- 4 *different* library systems in place, dating from the predecessor boards
- 2 *different* centralized catalogues at Paikin Library, not complete for all sites
- Systems Librarian and library technicians at Paikin Library provide support, including upgrades, troubleshooting and updating, through individual visits to school sites.

2.2 Non-Automated School Libraries

The non-automated service delivery models includes use of card catalogues and hand charging materials:

- 78 school sites
 - 2 secondary schools and 76 elementary schools
- several sites have school populations in excess of 600
- card catalogue not maintained due to heavy staff turnover, and the reduction in amount of teacher-librarian and support staff allocation time
- few centralized records of library holdings at Paikin

3. Why a New Automated Library System?

New curricula, across the elementary and secondary panels, place considerable importance on the acquisition of research, information and bibliographic literacy. At grade appropriate levels, students are required to define their research question, seek information, evaluate its relevance and appropriateness, and, finally, to formulate discussion and conclusions based on their research process. An initial point of contact is the school library.

The school libraries within the Board, and Paikin Library in its support role, face considerable challenges in meeting these research needs:

- outdated computer workstations and software which do not offer students the feature of looking up library materials;
- Columbia software that will no longer be supported by its new vendor;
- outdated or no card catalogues with which to look up library materials, in schools that do not have library computer systems;
- awkward and labour intensive methods of updating library holdings;

- computerized catalogues which do not accurately reflect school library holdings due to the inherent difficulties in undertaking inventories and maintaining databases;
- need to re-key student and staff data at the beginning of school year and semester; and
- multiple library systems across the Board, which necessitate visits to each school to provide updates and support.

4. Opportunities and Benefits

A new automated library system facilitates many opportunities and benefits to address the challenges outlined above:

- provides students and teachers with state-of-the-art library software that:
 - allows students to look up books and other resources held in their school library
 - promotes the development of research and information seeking skills in libraries
 - provides a readily-understood method of finding information, through the use of an Internet browser
 - encourages reading literacy through ease of accessing voluntary reading materials
 - gives access to library materials from any workstation in a school that has Internet capability
 - integrates technology into curricula
 - promotes transfer of skills outside school
 - focuses on using rather than finding materials
- maximizes use of school library resources through enhanced lookup/search capabilities in the software
- streamlines procedures at the school level for processing new library materials
- automates 78 school libraries which do not currently have computerized check-in and check-out of library materials or the ability to search for library materials in a computerized catalogue
- standardizes the library systems utilized across the Board
- updates library systems from DOS-based to Web-based software
- provides a centralized cataloguing database of school library holdings that streamlines the cataloguing and processing of new materials at schools and at the central cataloguing operation at Paikin

5. Project Process

5.1 RFP Committee

The School Library Information Centre Advisory Committee (SLAC) formed a sub-committee of twenty teacher-librarians, cataloguing staff and library administrative staff, under the direction of the Superintendent. A list of committee members is attached to the report.

The function of the committee is to:

- provide input and advice on the Request for Proposal (RFP) document sent to prospective library automation vendors;
- participate in the formulation of the evaluation criteria;
- evaluate sections of the vendors response to the RFP, related to their expertise;
- participate in vendor information sessions and site visits; and
- make a recommendation to the Superintendent of Education on the preferred library automation vendor.

5.2 Process Followed

The Board's standard process for selection of major vendors was utilized, under the direction of the Manager of Purchasing.

5.2.1 Schedule of Activities

The schedule of activities for the project was:

Spring and Fall 2000	undertake vendor information sessions to provide a frame of reference for current library automation
January 26, 2001	issue Request for Proposal (RFP)
March 2	receive responses from qualified library automation vendors
March 2 to April 3	evaluate proposals
April 2	short-list vendors
Week of April 10	vendor information sessions
April 24 to April 30	site visits and reference checks recommendation on preferred vendor by RFP Committee

5.2.2 Process

Seven proposals were received from companies specializing in automated library systems. Five proposals were evaluated in depth, as two of the vendors did not meet the absolute requirements set out in the RFP document. This phase resulted in three vendors being invited to the Board to conduct demonstrations of their library systems.

Subsequently, two vendors were selected for site visits and reference checks, as the third vendor's system was priced considerably higher than the budget window for the project. Following this phase of the project, the Committee met to discuss the results of

the vendor information sessions and site visits, and indicated its preference for one vendor.

5.3 Major Requirements of an Automated Library System

The RFP document details requirements for an automated library system that would meet the needs of school libraries and the central cataloguing service at Paikin Library. The major requirements include:

- integrated system, employing single common database and interface across all modules
- conversion of existing library records into full library standard MARC format
- ability to use data from Board's student information system
- ability to function in self-serve checkout mode at local school level
- functionality for the student lookup catalogue to function in an Internet environment
- functionality in Windows NT environment
- centralized server environment

5.4 Evaluation Criteria

These evaluation criteria were utilized in considering the vendors' responses and proposals:

- company profile and experience with comparable projects
- Canadian service and support
- approach to project management and training
- database creation methodology
- functionality of student and teacher catalogue and circulation modules
- systems and technical components
- understanding of HWDSB requirements
- references, site visits and information sessions
- pricing

6. Recommendation

Based on its analysis of the written submissions, vendor information sessions, references and sites visits, the Committee recommends that **Epixtech**, of Waterloo, Ontario, be selected as the preferred vendor, and that a recommendation be made to the Superintendent to this effect.

Epixtech offers many opportunities and benefits to the Board, as its library automation vendor:

- demonstrated experience in undertaking comparable projects
 - vendor for neighbouring schools boards, including Toronto, Waterloo Region, Halton, Peel, Upper Grand, Thames Valley
- vendor for Hamilton Public Library and McMaster University, as well as other area public libraries
 - students will be able to access their school library catalogues from home via the Internet, place holds on books, or if they choose, click on icons to search

Hamilton Public Libraries or McMaster University, using the same search software

- conveniently located in Waterloo, Ontario, for sales and service support; Epixtech offered preferred client status due to proximity
- vendor scored highest overall on all major evaluation criteria and demonstrated understanding of our requirements overall
- system will be accessible from any workstation in the school that has Internet access
- student interface "flavours" can be geared to several age groups
- excellent customer service references from Waterloo Region, a long-time client who has worked with Epixtech to develop system features

7. Implementation

Following approval of the project budget, the Board will enter into contract negotiations with the preferred vendor. Once the vendor begins detailed work on the Board's new automated system, the projected elapsed time is 20 weeks to release of the new system. The Board's internal training phase will then commence. The contract covers costs, performance milestones, timelines and any items to be negotiated or developed in the future to meet Board specifications. The contract will cover five years.

At this time, SLAC is preparing guidelines for the order in which schools, whose libraries currently do not have automated catalogues, will be scheduled for conversion in years two to five of the project.

The implementation of the project in year one will include a closely controlled pilot project for 6 to 8 schools, that is realistic in terms of the ability of Paikin staff and others to provide training and support during the critical initial phase. The pilot project model will be utilized to test the training and implementation program.

7.1 Issues and Challenges

During the implementation phases of the project, there are considerable challenges to be addressed, relating to:

- converting the central and school library databases
- teacher-librarian and clerical support time dedicated to the project
- readiness of fibre network connections and wiring at local schools

It is anticipated that considerable clerical support will be required centrally and at schools to support schools through the conversion process and that there will be a two-year process to clean up the databases. This projection is based on the experience of Waterloo Region District School Board and Thames Valley School Board, both of whom have undertaken comparable projects.

8. Training

An intensive training program will be provided for teacher-librarians, library technical and clerical support staffs, as well as the staff at Paikin Library. In addition, a training package will be prepared that teacher-librarians may use with other teachers who provide library coverage, with parent volunteers and with student helpers, who provide support and service in the Board's school libraries.

This program, supported by easy-to-use documentation and guides, is an essential element in project planning and will contribute to the successful implementation of the new automated system.

9. Communications

A communications plan will be established to provide information to project stakeholders, including principals, teacher-librarians, library technicians and secretaries, and computer services.

In addition, a contest will be held in September to name the system (i.e. comparable to McMaster University's *Morris* catalogue) for students and staff at the schools whose libraries will be automated. This would be co-ordinated by teacher-librarians. A competition for senior secondary school students in Visual Arts and Computer Design is proposed, for the design of a graphic image to be attached to the new system, which would readily be identifiable on communications, catalogue websites, manuals etc. This competition will provide a senior student the opportunity to add meaningful work to his/her portfolio.

10. Costing

Project implementation will take place over a 5-year period, beginning in school year 2001 and finishing in 2005.

Table of Projected School Library Automation Costs, 2001-2005

Item		Projected Costs
Contract with Library Automation Vendor		
initial database conversion	39,000	
software, 334 user licences and support	328,224	
barcode processing set-up fee	3,500	
server hardware, preparation, staging, software installation, expansion and support	103,611	
vendor training	8,500	
<i>sub-total</i>	482,835	
<i>less vendor discount</i>	40,000	
<i>vendor costs</i>	442,835	
PST	38,627	
GST (0.032 of GST amount)	14,171	
Total contracted costs	481,462	481,462
Other Costs		
barcode scanners	72,000	
barcode labels	35,000	
database cleanup	50,000	
Paikin implementation supplies and support	11,000	
site preparation (wiring, hubs, switches)	39,000	
upgrade to NT/Windows 2000 at 54 sites	5,400	
upgrade workstation at 54 sites to project specification	27,000	
<i>sub-total</i>	212,400	
PST	16,992	
GST (0.032 of GST amount)	6,797	
Total other costs	236,189	236,189
Training and Implementation - Schools		
supply teacher coverage - 2 days per school	31,680	
printing	1,500	
added clerical support for schools	124,169	
Total school training costs	157,349	157,349
TOTAL PROJECTED COSTS		875,000

RFP Committee Members

NAME	LOCATION/SCHOOL
Baldasaro, Chris	Library Technician, Paikin Library
Brill, Ken	Principal, Memorial (city) School
Brisson, Laurette	Library Technician, Glendale Secondary School
Burjaw, Michael	Manager, Purchasing Services
Church, Anne	Acting Head Librarian, Paikin Library
Connell, Heather	Library Technician, Paikin Library
Forbeck, John	Principal, W.H. Ballard School
Hall, Connie	Teacher-Librarian, Barton Secondary School
Hoar, Susan	Library Technician, Paikin Library
Holt, Brenda	Teacher-Librarian, Delta Secondary School
Joudrie, Wayne	Superintendent of Education
Kinar, Julia	Teacher-Librarian, Highland Secondary School
Legault, Marilyn	IT Consultant (responsible for School Libraries)
Marasco, Marilyn	Teacher-Librarian, Tapleytown/Mount Albion Schools
Marela, Janice	Computer Services Technician
McDonald, Larry	Supervisor, Computer Services (Corporate)
McEdwards, Don	Teacher-Librarian, Flamborough Centre Public School (until February 2001)
McFarlane, Anne	Teacher-Librarian, Chedoke Middle School
Moore, Marilyn	Teacher-Librarian, Orchard Park Secondary School (until March 2001)
Ruddle, Susan	Teacher-Librarian, Waterdown District Secondary School
Tinline, Jennifer	Acting Head Librarian, Paikin Library (on leave effective April 2001)
Tulloch, Cameron	Secondary School Student
Tulloch, Wenda	Teacher-Librarian, Sir Wilfrid Laurier Public School
Waterfield, Cheryllyn	Library Automation Project Technician, Paikin Library
Whitwell, John	Vice-Principal, Glendale Secondary School

#11

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

MEMORANDUM

TO: Merv Matier, Director of Education

FROM: Dr. Elizabeth Bond
Superintendent of Education – Secondary East

DATE: May 10, 2001

RE: **SCOTT PARK REQUEST**

RECOMMENDATION:

Moved by _____, seconded by _____
That The Hamilton-Wentworth District School Board grant permission to the Scott Park Secondary School Reunion Committee to acquire a liquor license for a reunion for alumni to be held at Scott Park Secondary School, June 2, 2001.

RATIONALE:

This request was originally approved by Executive Council on April 24, 2001.

eb/jc



//-/

APR 23 2001

SCOTT PARK SECONDARY SCHOOL

1055 King Street East, Hamilton, Ontario L8M 1E2

Telephone (905) 547-2574

OFFICE OF THE PRINCIPAL

April 6, 2001

Dr. E. Bond
Superintendent of Education
Hamilton Wentworth Board of Education

Dear Dr. Bond:

On Saturday, June 2, 2001, Scott Park is hosting a reunion for alumni as part of the Scott Park School Closure Plans. On behalf of the Reunion Committee, school principal Leann Yarwood and I are requesting permission to serve wine and beer in the school cafeteria between the hours of 6:00 p.m. and 11:00 p.m. The set up, sale and dispensing of the wine and beer will be handled by members of the Hamilton Wentworth Police Department working through Crimestoppers. The contact person for this is Ms. Tricia Hoban and she is currently waiting for official permission before seeking the appropriate liquor license for this event. Thank you for supporting our efforts to give all Scott Park alumni a memorable evening.

Sincerely,

Al Straitton

Leann Yarwood

#12

The Hamilton-Wentworth District School Board

Business Committee

Approved for distribution
by the Director

Signature: _____

Date: _____

May 4/01

Memo

To: Merv Matier, Director of Education and Secretary
From: Don Grant, Superintendent of Business and Treasurer
Date: May 10, 2001
Re: Interim Report of the Catchment Re-Definition Committee

Recommended Action:

Moved by: _____

That the Interim Report of the Catchment Re-Definition Committee be received for information purposes.

Rationale:

The Hamilton-Wentworth District School Board established the Catchment Re-Definition Committee to review current catchment boundaries for all elementary and secondary schools and recommend re-definition of catchments in accordance with parameters prescribed by the Board. The Committee is also to recommend an implementation strategy.

In recognition that there may be school closures effective September 2001, the committee was directed to complete its work in phases. Consequently, attached is the Interim Report of the Catchment Re-Definition Committee relative to the preparation for the closure of Scott Park and Allenby schools.

Executive Council has reviewed and support the recommendations of the committee. Accordingly, action has been initiated in order to effect the student transition plans recommended.

DG/GdeJ
attach.



12-1

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

INTERIM REPORT

CATCHMENT RE-DEFINITION COMMITTEE

Tuesday, April 17, 2001

INTERIM REPORT

CATCHMENT RE-DEFINITION COMMITTEE

SCOTT PARK SECONDARY SCHOOL AND ALLENBY SCHOOL CLOSURES

Terms of Reference for the School Catchment Re-Definition Committee approved in November 2000. The Mandate of the committee is to review current catchment boundaries for all elementary and secondary schools and recommend re-definition of catchments in accordance with parameters prescribed by the Board. The Committee is also to recommend an implementation strategy. In recognition that there may be school closures effective September 2001, the committee will complete its work in phases. Catchments for schools that have been approved for closure effective September 1, 2001 will be given first priority, followed by all other catchment re-definition.

Scott Park

On February 22, 2001 the Board approved the closure of Scott Park effective June 30, 2001. At their meeting on February 26, 2001 the Catchment Re-definition determined that students living east of Sherman Avenue would attend Delta Secondary and students living west of Sherman Avenue would attend Sir John A. Macdonald. Of the 700 students that currently attend Scott Park, approximately 200 are out of catchment and they will be asked to return to their home school. A form was developed to provide for the Scott Park student body to request permission to attend a school other than the school designated for them.

The recommendation of the Catchment Re-Definition Committee was discussed and supported by Executive Council on Tuesday, February 27, 2001. In order to address student anxiety and school planning issues, it was also recognized that action must be taken immediately to communicate and implement the Student Placement Plan recommended by the Committee.

RECOMMENDATIONS

Scott Park Transition Plan Protocol

Current Scott Park Student Body:

- Students attending Scott Park but not residing within the current Scott Park catchment area will be redirected to their home school
- Students residing East of Sherman Avenue will be directed to Delta
- Students residing West of Sherman Avenue will be directed to Sir John A Macdonald

Current Grade 8 Students in Scott Park feeder schools:

- Students residing East of Sherman Avenue will be directed to Delta
- Students residing West of Sherman Avenue will be directed to Sir John A Macdonald

Implementation:

- In order to address student anxiety and school planning issues action must be taken immediately to communicate the Student Placement Plan.
- Current students of Scott Park and grade 8 students graduating from Scott Park feeder schools in June 2001 may submit a request to attend either Delta or Sir John A Macdonald rather than the school designated per the above Scott Park Transition Plan Protocol subject to the following provisions:
 - Sufficient space is available in the school student wants to attend as determined by the Principal of the receiving school.
 - Students will only be eligible to receive transportation services if they reside greater than 3.2 km from their home school. Home school will be determined based on the Scott Park Transition Plan Protocol.
 - Request must be submitted to the Scott Park guidance office no later than March 19, 2001. Requests will be approved or denied no later than March 31, 2001.
 - Approval criteria: The receiving Principal will only deny request to attend school if insufficient space is available to accommodate. If insufficient space is available to accommodate, students will be approved by application of the following criteria, in the following order:
 1. Program
 2. Accessibility
 3. Sibling
 4. Peer Group:
 - a) student currently in OAC year
 - b) student currently in grade 12
 - c) student currently in grade 11
 - d) student currently in grade 10
 - e) student currently in grade 9
 - f) student currently in grade 8

Allenby Elementary School

On April 3, 2001 the Board approved the closure of Allenby Elementary School effective June 30, 2001. At their meeting on April 9, 2001 the Catchment Re-definition determined that students from Allenby would attend Earl Kitchener. (See Appendix A)

RECOMMENDATIONS**Allenby Transition Plan Protocol*****Current Allenby Student Body:***

- Students attending Allenby but not residing within the current Allenby catchment area will be redirected to their home school
- All other students will be directed to Earl Kitchener
- Application for students to attend schools out-of-catchment will be considered as per current practice.

Pupil Counts by Grade of Where Pupils Attending Allenby Elem. Live

School of Attendance: Allenby Elem.
Program: Regular

School of Residence:	Enrollment																	Subtotals			
	JK	K	1	2	3	4	5	6	7	8	9	10	11	12	13	JK-K	1-3	4-5	JK-5		
Allenby Elem	15	15	15	12	15	10	14	0	0	0	0	0	0	0	0	30	42	24	96		
Strathcona Elem	0	2	0	2	2	0	0	0	0	0	0	0	0	0	0	2	4	0	6		
Earl Kitchener Elem	1	0	0	2	1	0	1	0	0	0	0	0	0	0	0	1	3	1	5		
Central Elem	4	3	0	0	0	0	0	0	0	0	0	0	0	0	0	7	0	0	7		
Stinson Street Elem	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	1	1	2		
George L. Armstrong	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1		
Huntington Park Elem	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1		
Queen Victoria Elem	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	2		
Sanford Avenue Elem	2	1	0	0	0	0	0	0	0	0	0	0	0	0	0	3	0	0	3		
Woodward Elem	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1		
Centennial Elem	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1		
Hess Street El	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1		
BURLINGTON	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1		
Total by Grade	26	24	16	17	18	10	16	0	0	0	0	0	0	0	0	50	51	26	127		

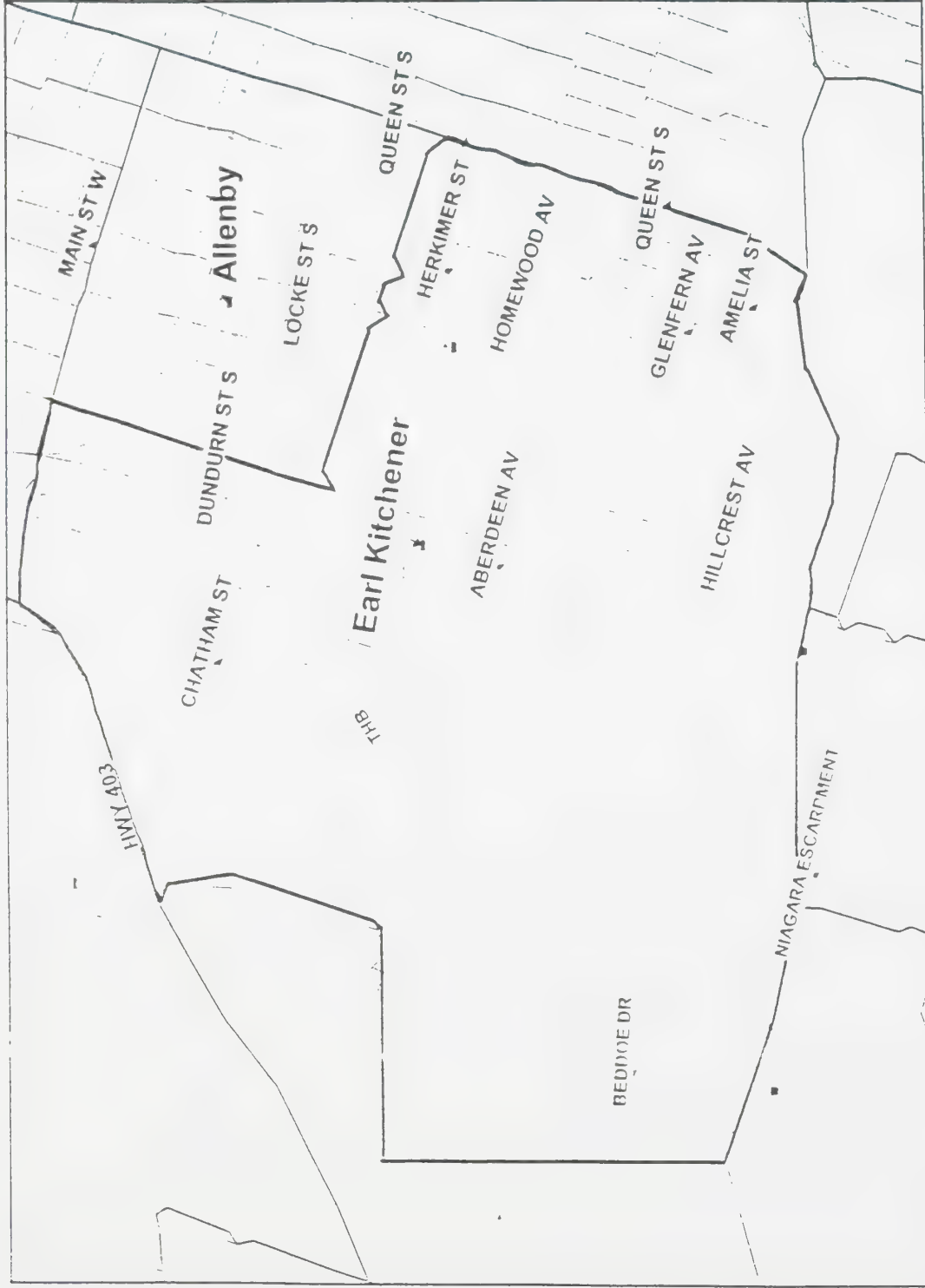
12-5

Current Catchment for Allenby School Gr. Jk to 5



The M.R.C. for Allenby is 219.5 and the f.t.e. as of October 31, 2000 is 90.5. This results in a surplus of 159 spaces. The f.t.e. includes 31 students who attend Allenby from out of catchment.

Current Catchment for Earl Kitchener School Gr. Jk to 5

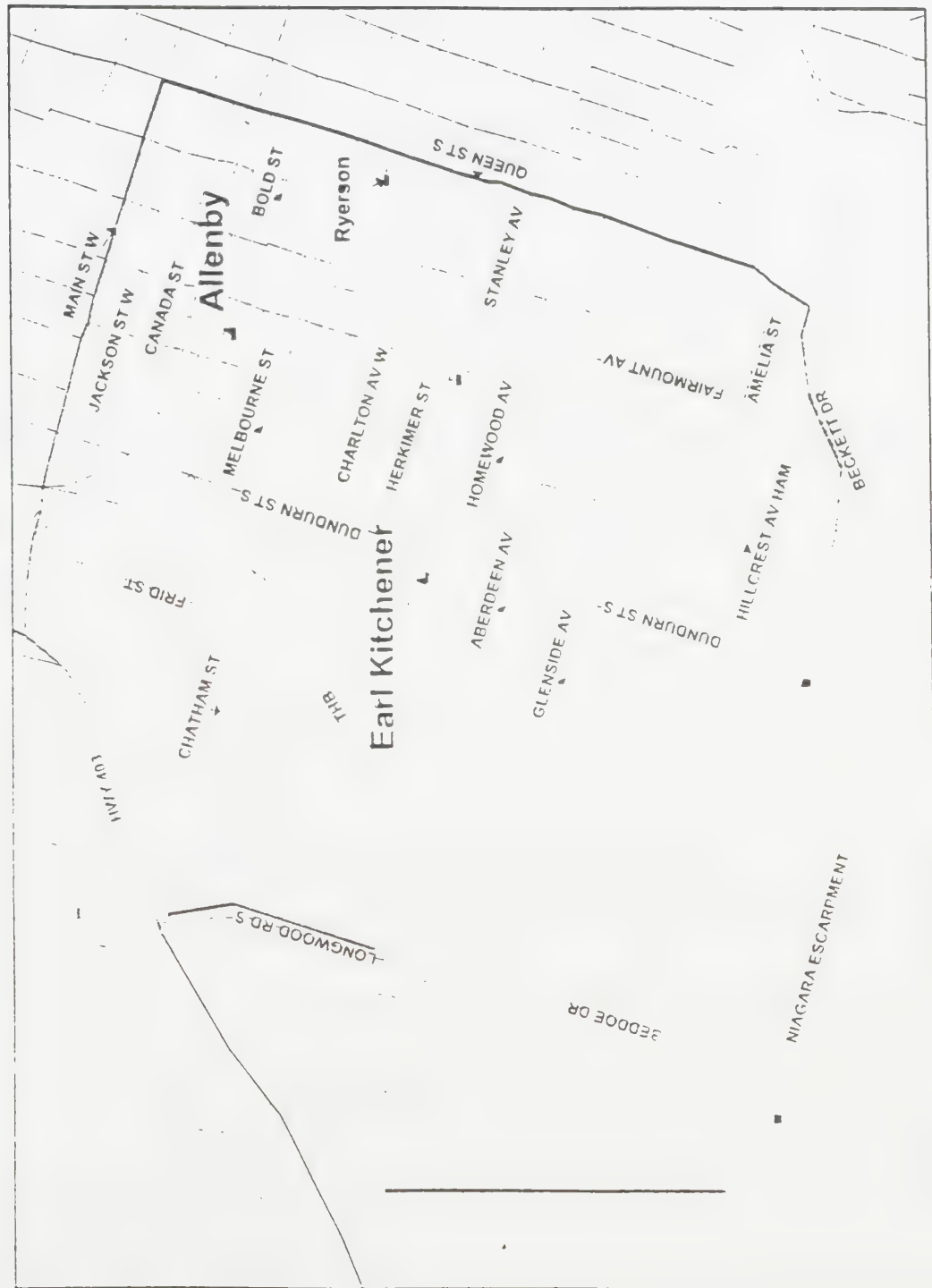


The M.R.C. for Earl Kitchener is 497.5. The Official F.T.E. as of October 31, 2000 is 325.0 for Earl Kitchener. There are 172.5 surplus spaces at Earl Kitchener.

New Catchment for Earl Kitchener School

Gr. Jk to 5

12-8



The M.R.C. for Earl Kitchener is 497.5. The Official F.T.E. as of October 31, 2000 is 325.0 for Earl Kitchener and 90.5 for Allenby, which includes 31 out of catchment students. The total f.t.e. for Allenby and Earl Kitchener (including Allenby out of catchment students) is 415.5, resulting in 83 surplus spaces at Earl Kitchener. The total f.t.e. excluding 31 out of catchment students who now attend Allenby would be 384.5, resulting in 113 surplus spaces at Earl Kitchener.

#13

Business Committee

The Hamilton-Wentworth District School Board

Memo

Approved for distribution
by the Director.

Signature: _____

M. Matier

Date: _____

May 4/01

To: Merv Matier, Director of Education and Secretary
From: Don Grant, Superintendent of Business and Treasurer
Date: May 10, 2001
Re: Transportation Policy Review

Recommended Action:

Moved by: _____

That the amendments to the Transportation Policy be approved as outlined in the Transportation Policy Review report dated May 10, 2001.

Rationale:

The Board has provided the following directions with regard to the review of the Transportation Policy:

September 21, 2000 - Resolution # 00-167

That the following motion be tabled and administration be directed to reword the second paragraph of article 6 for trustee consideration at the next Business Committee meeting:

It was moved by J. Bishop: That the second paragraph in Clause 6 of the Transportation Policy be replaced with the following: Transportation services will be supplied for secondary students who need specialized programs, as recommended at their IPRC annual review, provided they live more than 3.2 kms from the school where the specialized program is located.

And that, in the interim, bus tickets be provided to gifted secondary students provided they are eligible under the walking distance criteria.

November 16, 2000 - Resolution # 00-192

That the Transportation Policy, No. 10.01, be reviewed by the Joint Advisory Committee in February 2001.

The Joint Advisory Committee reviewed the Transportation Policy at its March 6, 2001 meeting. Attached is an excerpt of the minutes relevant to the Joint Advisory Committee's review.

It is recommended that articles 1(c), 4(c) and 6 be amended as indicated in the attached Appendix B dated May 10, 2001. Articles 1(c) and 4(c) have been amended for housekeeping purposes. The amendment to article 6 is in response to above noted September 21, 2000 Board direction.

DG/GdeJ
attach.

Don

5. Transportation Policy Review

13-1

Appendix A

J. Bishop expressed concern that JAC had never received a lay-down report before and felt the committee might require time to read this information.

D. Grant made a few introductory comments and then outlined Clause 4c and Clause 6.

D. Grant explained that 4c) of the original Transportation Policy was written in the future tense and this needs to be changed. Also, the second paragraph of article six is problematic and the suggestion in the policy is to delete the paragraph altogether.

Referring to the first paragraph in Clause 6, D. Grant stated this issue refers to the fact that the Board currently provides bus tickets for gifted students. He suggested if this were to continue the words "*and gifted*" could be placed in Clause 6.

D. Grant further clarified that transportation of gifted students is an issue that needs to be addressed as the boundaries of The Hamilton-Wentworth District School Board are so large. This could mean that students living on the far west or east boundaries of the city may need to be transported via taxi to the program at Westmount.

J. Bishop emphasized the only way for these students to continue through from elementary school with their peer group, is if they receive support for transportation to school. There is a broad group of special education students that the Board states will receive transportation; however gifted students do not. Some students will access the gifted program if they have the means; those who do not have the means will not be able to access.

M. Matier pointed out that a student who is placed in a board-designated program is eligible for transportation. Because 160 gifted students have chosen to go to Westmount, the principal has chosen to congregate these students and offer them a more challenging program; however, the Board has not designated this school for the gifted students.

J. Bishop felt it was unfair that those students who are identified by the Board as gifted may not be able to get to their program. She felt these students should be transported the same as basic level students, alternative education and SALEP students.

A. Shaver noted that those schools that offer gifted programming could possibly have access to funds they could apply to transportation costs.

T. Christie noted that IPRC students are placed; however, the gifted students are not. She wondered if this were a programming issue and if this is the Board's past practice.

D. Grant affirmed this, noting how it demonstrates the complexity of this issue. There are a large number of gifted students at Westmount; however, there are other gifted students in almost all secondary schools across the system.

T. Christie noted this is a choice, not a placement. She asked if those students who begin the gifted program at Westmount continue to receive bus tickets until they graduate, or is there a time limit.

R. McGall pointed out that what currently exists could change and he questioned whether his parent community would understand. The gifted program did exist at Westmount prior to transportation and drew in students from across the system.

N. Hughes agreed this was more of a program issue than a transportation issue. He added the students at Westdale in the gifted program are there by choice.

D. Grant explained that the IPRC identifies and recommends programs for students. A gifted student in the secondary panel typically carries forward from an elementary gifted program; however, they are not recommended for a self-contained program. He noted the dilemma is whether or not the gifted program is one of choice or a specific situation to be dealt with. He added that students in the outer reaches of Waterdown who choose to attend the gifted program at Westmount, would cost the Board a small fortune to transport.

M. McNabb pointed out that French Immersion is both a program of choice and is self-contained; however, there is no transportation provided. She felt this issue needed to be taken out of the transportation policy.

Members agreed that further clarification was required in order to decide the continuation of transportation for gifted students.

In response to a query, D. Grant clarified that originally the transportation policy had 37-40 articles attached to it. These articles became the operating procedures.

D. Grant clarified that those secondary gifted students currently receiving bus tickets to attend Westmount will continue to do so for the rest of the school year.

M. Matier assured members this issue will continue to be discussed at Executive Council and then on to the appropriate committee.

D. Grant clarified that grounds for an appeal would be whether or not administration applied the policy correctly or whether there is an extraordinary circumstance.

He added there are no transportation appeals for the March Business Committee meeting. This process had started off with many appeals (up to double digits); however, he recognized that everyone was working through the implementation of a very controversial policy. In the next school year, the appeal process will be administered as it is laid out in the policy.

M. McNabb pointed out the appeal process is political and it would be helpful to know how many appeals were brought before the Business Committee.

J. Bishop felt there was some confusion as to the nearest entrance to the school. The language needs to be more precise as to which entrance is actually going to be used when determining walking distances.

Referring to Clause 9, L. Orban asked if there is a procedure in place to deal with students who are currently receiving courtesy transportation.

D. Sage responded the major issue is the amount of time given for implementation. In September 2001 the process will begin again and busses will be operating on double and triple runs.

R. McGall suggested that JAC make a recommendation that Executive Council take into account the discussion at the Joint Advisory Committee in preparation for a report to Business Committee and back to JAC.

It was moved by R. Schofield: That Executive Council review the discussion regarding the Transportation Policy review.
CARRIED UNANIMOUSLY. (18)

8. Adjournment

It was moved by J. Byers: That the meeting be adjourned at 9:25 p.m.
CARRIED.



TRANSPORTATION POLICY

Date Approved: 2000-06-20
Date REVISED: 2001-01-25

Projected Review Date: 2001 02

POLICY STATEMENT: It is the policy of The Hamilton-Wentworth District School Board that for eligible Hamilton-Wentworth District School Board registered students, home to school transportation will be safe, secure and on time, bringing students to school ready to learn, cost effectively, efficiently and within budget.

RESPONSIBILITY: The Superintendent of Business and Treasurer.

OPERATING PROCEDURES:

1. Eligibility for Regular Home-to-School Transportation Service

- a) Students residing within all developed urban areas as defined by the "Official Plan" and prepared by each local municipality, will be eligible for transportation services when the walking distance exceeds the following:

<u>Walking Distance</u>		
Elementary School	JK-K	1.0 kms
Elementary School	1-6	1.6 kms
Elementary School	6-8	2.4 kms
Secondary School	9-OAC	3.2 kms

- b) Students residing outside of developed urban areas will be eligible for transportation services when the walking distance exceeds .8 kms.

- ~~"c") Students residing within the defined walking distance will be eligible for transportation services when the path of travel would be along a roadway meeting the following criteria:~~
- ~~• There is a major arterial roadway situated between the students normal place of residence and their designated school; and~~
 - ~~• This major arterial has no municipally defined pedestrian walkway for sections greater than .8 kms that must be traveled while en route to the Board designated school or~~

- ~~It is necessary to cross a major arterial roadway and/or highway to attend the board designated school but there are no traffic control lights or crossing guard to assist with the crossing.~~
- c) **Students residing within the defined walking distance will be eligible for transportation services when the path of travel would be along a major arterial roadway that is situated between the student's normal place of residence and their designated school; and this major arterial roadway has no municipally defined pedestrian walkway for sections greater than .8 kms that must be traveled while en route to the Board designated school.**
- d) **Students residing within the defined walking distance will be eligible for transportation services when the path of travel would be along a major arterial roadway that is situated between the students normal place of residence and their designated school; and it is necessary to cross the major arterial roadway to attend the Board designated school but there are no traffic control lights or crossing guard to assist with the crossing.**

2. Walking Distance

- a) Walking distance is the distance from the student's residence to the Board-designated school.
- b) Measurements of distance for eligibility purposes, will be determined from the municipal road in front of the student's residence to the nearest first maintained entrance of the school. The Board's administration will be the primary determining source for distance calculations and eligibility within policy. Distance calculations will be applied consistently from the municipal road in front of all complexes and/or multiple housing units, i.e., townhouses, apartments. Board contracted vehicles will only be routed to travel on public roadways in order to provide for consistent and safe operations.

3. Pick Up/Drop Off Points

The distance between the municipal road in front of a student's residence and the pick up point or drop off point will not normally exceed .8 kms. The distance may exceed .8 kms when circumstance prohibits or limits a vehicle from safely travelling to a pick up point via public roadways. Under certain circumstances, Special Education students may be provided with door-to-door service.

4. Safety Hazards

- a) It is recognized that extraordinary circumstances related to safety hazards may warrant an exception to the walking distances for the determination of transportation service eligibility.
- b) "Safety issues are the joint responsibility of communities, municipalities, policing authorities and parents. Parents have the primary responsibility for the safe arrival of their children to and from school. In recognizing that the safety of children is a joint community responsibility, Board administration will catalogue identified issues and forward the related concerns to:
 - The City of Hamilton (after January 1, 2001)
 - Hamilton Street Railway
 - The appropriate policing authorities
 - School principals in order to bring students' and parents' attention to the issue

- Other related agencies that may be of assistance.”
- e) ~~There will be a procedure established for the submission of a request for transportation service based on the identification of an extraordinary circumstance related to safety hazards.~~
A request for an exception to the walking distance for the determination of transportation service eligibility may be submitted in accordance with the procedure regarding the identification of extraordinary circumstances related to safety hazards.
- d) Administration is prepared to work with school principals and school councils to develop programs that may assist students’ safety when coming to school or going home, i.e., street proofing, kidestrian policy, block parents, neighborhood watch, partnerships with the community.

5. School/Program of Choice

Elementary Schools: Transportation services will not be extended to elementary students who choose an alternate school program or course outside of their normal feeder school defined catchment.

Secondary Schools: Transportation services will not be extended to secondary students who choose an alternate school program or course outside of their defined catchment area. However, students who are eligible for transportation services within their defined catchment area and are permitted by the appropriate Superintendent of Education to attend a school other than their designated school, may be offered transportation on regular school buses when current service and seats are available providing no additional stops are required and at no additional cost to transportation. Approval for transportation will not be granted beyond the end of the current academic year. Future continuity of transportation service beyond the approval term is **not** guaranteed.

6. Special Education

The Board-designated school for Special Education students will be the school at which the student is placed in a self-contained classroom as determined by the Identification Placement and Review Committee. Eligibility for transportation services will be dependent on an assessment of the individual student’s physical or mental capabilities.

~~Transportation services will be supplied for secondary school students who are placed in certain specialized programs as determined by the Identification Placement and Review Committee, provided they are eligible under the walking distance criteria.~~

Transportation services will be provided for secondary special education students who meet all of the following criteria:

- Student has been identified as exceptional by an Identification Placement Review Committee.
- Out-of-catchment application is submitted by or on behalf of the student for special education program purposes.
- Out-of-catchment application is approved by all of the following:
 - Principal of sending secondary school
 - Principal of receiving secondary school
 - Superintendent of Education for the receiving school
- Student meets the distance eligibility requirement

7. Transportation Service Parameters

Arrival/Departure: Transported students registered in elementary grades JK to Grade 8 will arrive at school approximately 15 minutes prior to the first bell. Upon the dismissal bell, students will be picked up for departure home not later than approximately 15 minutes following. Transported secondary students will normally arrive at school and be picked up within 20 minutes of the first and last bell respectively. A longer period of time, not to exceed 40 minutes, may be applied in order to accommodate double or triple runs. This extended period of time does not apply to special education students placed in self-contained programs within secondary schools.

Time On Vehicle: Length of time on a vehicle will not normally exceed 60 minutes one way.

8. JK Student Escort

Parents/guardians of JK students must accompany the student and remain until picked up by the transportation vehicle. Parents/guardians must be on time and present at the drop off point to receive their JK student. JK students will not be released to any other person unless written authorization is accepted by the school principal. Principal authorization is the only evidence to be accepted by a vehicle driver.

9. Courtesy Transportation

Courtesy transportation may be provided for students of the Board subject to the Courtesy Transportation Procedure and at no cost to the Board.

#14

Hamilton-Wentworth District School Board

Memorandum

To: Merv Matier, Director of Education and Secretary
From: Chuck Reid, Superintendent of Education
Date: May 10, 2001
Re: Scott Park Child Care

Approved for distribution
by the Director.

Signature:

M. Matier

Date:

May 4/01

Recommended Action:

Moved by _____, that the Hamilton-Wentworth District School Board notify the Umbrella Family and Child Care Centres of Hamilton that, regrettably, it is not in a position to provide funding to cover the cost of relocating Scott Park's Children's Centre from its present location and the costs of renovation at a new location.

1.0 Rationale

- 1.1 On April 12, 2001 the Board approved the following resolution:
"That the Delegation Presentation of Umbrella Family and Child Care Centres of Hamilton be referred to administration."
- 1.2 The Umbrella Family and Child Care Centres of Hamilton (Umbrella Board) presented at the April 12, 2001 Business Committee meeting and requested that the Board cover the cost of relocating Scott Park Children's Centre from its present location and the costs of renovation at a new location within a public school building.
- 1.3 Executive Council has discussed the request of the Umbrella Board and recommends that the Board take action as indicated above. It is noted that the Umbrella Board has established a 12-year history of providing excellent child care programming in schools operated by the Hamilton-Wentworth District School Board. A track record of providing high quality inclusive child care programming has been established and is valued.
- 1.4 It is also noted that the primary mandate of the School Board is to provide JK to OAC education services. A key school board responsibility is to provide instruction and adequate accommodation during each school year for pupils who have a right to attend a school under the jurisdiction of the Board. Funding available to the Board is not sufficient to address the significant school plant requirements in the system. Regrettably the School Board cannot be all things to all people. Consequently, it is not recommended that the Board approve the request of the Umbrella Board for funding.

#15

Business Committee

The Hamilton-Wentworth District School Board

Memo

Approved for distribution
by the Director.

Signature: _____

Date: _____

M. Matier
May 4/01

To: Merv Matier, Director of Education and Secretary
From: Don Grant, Superintendent of Business and Treasurer
Date: May 10, 2001
Re: Update: New School on Templemead Road

Recommended Action:

Moved by: _____

That the Update: New School on Templemead Road report dated May 10, 2001 be received for information purposes.

Rationale:

School Board staff and City staff are working together in order to get the Templemead project back on line. In addition, School Board trustees met with the new City councillors early in 2001 to review this project and other issues of common interest.

Background

Board Direction

On June 20, 2000, the Board approved the construction of a new elementary school on the Templemead site and the appointment of Svedas Koyanagi Architects Inc to provide architectural design and supervision services for the project. The design of the new school was approved by the Board in May 2000. In addition, conditional approval was given to add a Day Care Centre to this project.

Current Status

The original site plan concept provided for a residential survey of approximately 42 lots to partially finance the building of the new school. An outcome of the municipal planning process has been the identification of community concern regarding the size of the residential survey and a municipal concern regarding the scarcity of parkland in this neighbourhood. These concerns have delayed the municipal planning approval process. Consequently, the estimated opening date for the new school is now September 1, 2003 assuming the municipal planning process is re-engaged in the very near future.

Revised Site Plan Approach

School Board staff and City staff have collaborated in order to address the concerns raised in the municipal planning process and allow this project to move forward. Accordingly, the attached Revised Site Plan concept (see Appendix A) indicates that the residential survey will be reduced to 20 lots. The school building would be moved forward and front directly on Templemead Road. This would allow land to be conveyed from the School Board to the City for value in order to enlarge the existing municipal park by 3 to 4 acres. It should be noted that correspondence was received in November 2000 from the City confirming that the sum of \$450,000 had already been allocated for the purchase of additional parklands in the Templemead Neighbourhood.

Implications of Revised Site Plan Approach

- Community concern regarding the size of the residential survey substantially alleviated.
- Need for additional parkland in this area is addressed.
- The School Board financing strategy for the construction of the new school remains intact.
- Acreage for the new school would be equal to or greater than was the case in the original concept.

Next Steps:

- Administration will seek necessary approvals from the Board regarding land conveyance.
- Administration will continue to work cooperatively with the City to re-engage the planning process. The assistance of the City in working through these issues is appreciated and City staff are very supportive of the revised site plan concept.
- Once necessary benchmarks are obtained in the municipal planning process the School Board architect will make modifications to relocate the footprint of the building.
- Administration will work with the Umbrella Board to confirm arrangements with respect to a day care centre and accommodate plans for the day care in the building plans; assuming all conditions established by the Board are satisfied.
- Project will be tendered and administration will seek approval from the Board in order to award a contract for the construction of the school.

The revised site plan approach appears to provide an appropriate balance between the needs and concerns of the community, the School Board and the City. Administration is cautiously optimistic that this approach will successfully get the Templemead project back on line. However, should this plan not obtain the desired result in a timely manner, this project may need to be abandoned and School Board energies and resources redirected to other pressing construction projects.

DG/g



attach.





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